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ABBOT ACADEMY

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# ABBOT ACADEMY

ANDOVER, MASS.

1916-1917



# ABBOT ACADEMY ANDOVER, MASSACHUSETTS

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# CIRCULAR OF INFORMATION

**FOR** 

1916-1917

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# FACULTY

## 1915-1916

1710 171	
BERTHA BAILEY, Sc.B., Princip	
	Ethics, Christian Evidences
KATHERINE ROXANNA KELSEY,	
37 37	Mathematics
NELLIE MARIA MASON	Science
REBEKAH MUNROE CHICKERING	
	History, English
Martha Melissa Howey, Litt	
	Literature, History of Art
MARY ETHEL BANCROFT, A.B.	English
GERTRUDE ELIZA SHERMAN, A.I	B. French
HEDWIG DOROTHEE CRAMER	German
Gussanda Countway, A.B.	Latin
BERTHA LOUISE MORGAN, A.B.	
MARGARET ELLIOTT, A.B.	Mathematics, Astronomy
Marion Hosmer King, A.B.	History
Bess Leona Stoody	Household Science
DESS LEONA STOODY	Physiology and Botany
ALICE DEAN SPALDING	i hysiology and botany
	eaking, Physical Education
Joseph Nickerson Ashton, A.	
	ianoforte, Organ, Harmony
Chorus Music, Fi	story and Theory of Music
MABEL ADAMS BENNETT	Vocal Music
MARIE NICHOLS	Vocai Wusic Violin
Marion Louise Pooke, A.B.	Drawing and Painting
CORINNE D' A. LA BRECQUE	French Conversation
Daguer August Down A.B.	
RACHEL AUGUSTA DOWD, A.B.	
	Supervisor of Day Scholars
GERTRUDE CHURCHILL WHITNE	
Marion Hosmer King, A.B.	Librarian .
PHILANA McLEAN	In charge of Draper Hall
Edith Henrietta Aldred	Resident Nurse
	In charge of Infirmary
JANE BRODIE CARPENTER, A.M.	
Curator	of John-Esther Art Gallery

#### LECTURERS

PROFESSOR SOPHIE CHANTAL HART, A.M., of Wellesley College March 13. "Impressions of Russia at the Beginning of the War"

MISS MARY TAYLOR BLAUVELT, A.M. May 1. "American Ideals"

PROFESSOR JOHN MASON TYLER, Ph.D., of Amherst College May 8. "Survival of the Fittest"

MISS MARIE SHEDLOCK, of London, England November 19. "Folk Stories and Fairy Tales"

MADAME E. GUERIN, of Lyons, France December 3. "Jeanne D'Arc"

DR. RICHARD FULLER

December 7. "England in the Great War" Mr. ROBERT FROST of Franconia, New Hampshire

January 13. Readings from his own poems LIBERTY HYDE BAILEY, LL.D.

January 20. "The Country Life Movement"

#### CONCERTS

MISS MARIE NICHOLS, Violinist, November 30 MISS ETHEL LEGINSKA, Pianist, January 29 RUSSIAN SYMPHONY STRING QUARTET, February 12 MYRNA SHARLOW, Soprano, March 11

#### SPEAKERS

Sermon to the Graduating Class, June 6, 1915, by the REVEREND WILLIS HOWARD BUTLER, of the South Church, Boston, Massachusetts.

Address to the Graduating Class, June 8, 1915, by Professor Bliss Perry, LITT.D., L.H.D., LL.D.

REV. FREDERICK A. WILSON

REV. NEHEMIAH BOYNTON, D.D.

REV. CHARLES W. HENRY

REV. WILLIAM E. LOMBARD

MISS MARY TAYLOR BLAUVELT

REV. CHARLES H. CUTLER, D.D.

PROF. JOHN MASON TYLER, Ph.D.

REV. ALBERT PARKER FITCH, D.D.

REV. RAYMOND CALKINS

REV. JOHN PHELPS TAYLOR

REV. MARKHAM W. STACKPOLE

PROF. WILLIAM H. RYDER, D.D.

REV. CHARLES R. BROWN, D.D.

MISS ANNE BEECHER SCOVILLE with the Hampton Quartette

REV. ROBERT E. SPEER, D.D.

REV. CLARENCE A. BARBOUR. D.D.

MISS DOROTHY STILES

REV. CHARLES HENRY OLIPHANT

REV. CLARK CARTER

Mrs. William R. Moody

MISS SALLIE SIMPSON

MISS ALICE GLEASON

Mr. Boyd Rhetta

MISS EMILY M. SKILTON

REV. HENRY H. TWEEDY

MISS LILLIAN STONE

Mrs. Margaret Stannard

REV. HARRY EMERSON FOSDICK, D.D.

MISS MARY C. WIGGIN

MR. W. Sz-to

MRS. ROBERT E. SPEER

REV. FREDERIC PALMER, D.D.



DRAPER HALL

# ABBOT ACADEMY

Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-seven years controlled the policy of the school.

#### LOCATION

Andover has been for more than a century a centre of educational interests, and its schools attract to it many persons of learning and distinction. The climate is healthful, the soil excellent, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

## BUILDINGS

Six substantial, modern, brick buildings and a frame cottage now house the activities of the school. All these buildings are lighted by electricity and, with one exception, heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was

named in honor of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-equipped modern laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, much space is devoted to the Art Studios on the fourth floor, and to the Music Studios on the third. There is a Library, with a Reading-Room adjoining, a Students' Sitting-Room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet rooms, fitted with the best modern fixtures, and the plumbing, which was recently renewed, is in thoroughly good condition. facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire escapes and extinguishers.

McKeen Memorial Hall, was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used for entertainments, and as a gymnasium. In the

organ loft of Davis Hall, has recently been placed a beautiful organ, presented to the school by Mrs. Dorothy Davis Simpson, a grand-daughter of Mr. George L. Davis. Below the gymnasium, are shower baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class rooms, with the best modern arrangements for seating, ventilation, heating and lighting, a large study hall for day scholars, with a comfortable sitting-room and a dressing-room for their use.

THE JOHN ESTHER GALLERY, a fire-proof building, with a beautiful exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlor, and bed-rooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious disease.

This building was constructed through the gifts of friends of the school, and was named in honor of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

SHERMAN COTTAGE, a house of residence for ten students, was opened in September, 1915. Like the other buildings, it is heated by steam and lighted by electricity. It has newly-installed plumbing, and large, sunny rooms.

THE SCHOOL LAUNDRY, is a substantial building of brick, fitted with modern electrical apparatus for laundry work. It contains an electric plant, which lights Draper Hall, and ample room for storage.

#### LIBRARY

The Academy Library, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, beside works of general interest, a good collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library freely, as well as the reading-room, where they will find the leading magazines, and religious and secular newspapers.

#### RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that at the time of entrance; others attend the South Congregational Church.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out of town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through this, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes. In recent years a delegation has been sent each year to the Student Conferences at Silver Bay or Northfield.

THE DINING ROOM



#### HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sleeping-porch, its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. It is desirable that each girl should have two serge "Peter Thomson" suits (color not specified) for school wear, and similar suits in white serge or washable material for dinner and evening. White shirt waists and skirts may be worn, but the shirt waists should not be too thin or heavily trimmed with lace or embroidery. Plainly made "tub" gowns may be worn for school during warm weather. Simple cotton gowns of white or light colors, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must not be lower than the throat, and sleeves must cover the elbow. Middy blouses are used for gymnastics and sports only. A tailored suit is necessary for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. A sweater of moderate weight is

useful for sports. Proper walking shoes must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella, a waterproof coat, and a wrap to use in going from one building to another are indispensable. Gymnastic suits may be ordered at the school after entrance.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the principal.

#### STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with roomy closets, and plenty of sunshine and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, washstand with separate toilet set for each girl, a small writing table, two straight chairs, a rattan couch and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk or writing table and an easy chair. These are frequently rented. Rocking chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, washstand and table should have simple covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing-dishes should not be brought to the school. Except for sweeping, students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every

article of clothing must be distinctly marked with her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

#### SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than ten dollars a month for personal uses, beyond what is necessary for books and clothing, and a much smaller sum is desirable. A deposit to cover this allowance, and such other incidentals as concerts and lectures, should be made with the principal at the beginning of the year. Each student will be furnished a school bank-book and check-book, and will be permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honored. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

#### PHYSICALEXAMINATION

A physical examination is made by a woman physician employed by the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar. If parents prefer to have this examination made by the home physician, a card will be sent, upon request, to be filled in by him.

# ABSENCE, VISITORS AND CORRESPONDENCE

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, and teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand nor anything that is not imperative should call a student from her duties.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after halfpast three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will make more than two visits, either at home or elsewhere, during each term, except at times of regular holidays. Frequent absences are disturbing to the school as well as to the student.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the principal.

Visits from friends may be received on Wednesday, and out of study hours on other week-days. A list of persons from whom calls may be allowed should be prepared by parents and given to the principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

#### DISCIPLINE

It is the purpose of the school discipline to train girls to self-control and the wise regulation of their lives. Much liberty is therefore given to trustworthy students and those who abuse confidence are restricted. One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations. A frank correspondence between parents and the principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

# COURSES OF STUDY

#### ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. The regular course requires at least five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from certified schools and must accept our requirements for college work.

#### APPLICATION

The application and credential blanks in the back of the catalogue should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year



OFF FOR A RIDE

or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.

#### COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school has full certificate privileges to Smith, Mt. Holyoke, Wellesley, Simmons and Vassar Colleges, and prepares candidates for examinations of Radcliffe and Bryn Mawr Colleges, which do not admit students on certificate. A diploma will be given only to those whom the school is prepared to certificate in all subjects, and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the principal. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the recent decision of Vassar, Wellesley, Smith and Mt. Holyoke colleges, that beginning September 1919, they will put into effect a new method of admission which will do away with the method of admission by certificate.

#### ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course demands two semesters' work. The fourteen full courses must include the following: Language, four, including Latin I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one; English Literature, one; General Literature, one.

A candidate for graduation may not have a yearly average below C in more than two courses during the Senior Middle or Senior years.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in gymnastics.

All studies will be assigned according to the judgment of the principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

### STUDY PROGRAM

#### FIRST YEAR

ACADEMIC	A NID	COLLEGE	PREPARATORY
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English I	(4)	Chorus Singing		(1)
Latin I	(5)	Gymnastics and Dancing		(2)
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting		(2)
Reading and Speaking	(2)		1	
Art	(2)			

#### JUNIOR YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Reading and Speaking	(1)
Latin II	(4)	Art	(1)
Geometry	(4)	Gymnastics and Dancing	(2)
French or German	(5)	Bible I	(2)
or			
History I	(4)		

#### JUNIOR MIDDLE YEAR

#### COLLEGE PREPARATORY ACADEMIC Required Courses English III (3) English III (3) French or German (5) Latin III (4) Gymnastics and Dancing (2) French, German or Greek (5) Chorus Singing (4) History I or II (1) Bible II Algebra (2 or 3)(1) Art or Reading and Speaking Gymnastics and Dancing (2) (1) Chorus Singing (1) Bible II (1) Art or Reading and Speaking (1) Elective Courses Greek (5)Latin (5) French (5) German (5) History I, II Zoölogy or Physiology, 1st Semester (4) Botany, 2nd Semester

#### SENIOR MIDDLE YEAR

Academic	1011 1111	College Preparator	Y
Required Courses		Required Courses	
English IV	(1)	College English I	(3)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(8)	French, German or Greek	(5)
Gymnastics and Dancing	(2)	Algebra	(3  or  2)
Bible III	(1)	Gymnastics and Dancing	(2)
Art or Reading and Speaking	(1)	Bible III	(1)
		Art or Reading and Speaking	(1)
Elective Courses		Elective Courses	
Greek	(5)		
Latin	(5)		
German	(5)	French, German or Greek	(5)
French	(5)	, ,	` ′
History I, II	(4)	Physics or Chemistry	(8)
Astronomy, 1st Semester	(4)	History I, II	(4)
Geology, 2nd Semester	(4)		
Household Economics, I	(4)		
	SENIOR	R YEAR	
ACADEMIC		College Preparator	Y
Required Courses		Required Courses	
English V	(1)	College English II	(3)
General Literature	(3)	Latin V	(5)
History IV	(4)	French or German	(5)
Philosophy	(4)	Mathematics review	(4)
Gymnastics and Dancing	(2)	Gymnastics and Dancing	(2)
Bible IV	(1)	Bible IV	(1)
Elective Courses		Elective Courses	
Shakespeare	(1)	German or French	(5)
Household Economics, I or II	(4)	Physics or Chemistry	(8)
German or French	(3)	History	(4)
History I, II, or III	(4)		
Current Events	(2)		
Science	(4)		
Reading and Speaking	(1)		
Art	(1)		

# DEPARTMENTS

#### LATIN

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

The Roman pronunciation is followed.

LATIN I. 5 periods a week.

Smith, "Latin Lessons".

Ritchie, "Fabulae Faciles", 30 pages.

LATIN II. 4 periods a week.

Review of forms. "Fabulae Faciles" completed.

Towle and Jenks, "Caesar's Gallic War", Book I.

Composition—Tyng, "Latin Prose Exercises".

LATIN III. 4 periods a week.

Towle and Jenks, "Caesar's Gallic War", selections from Books II-VII. (Equivalent of four books).

Sight Translation from "Cicero's Orations".

Composition—Allen and Phillips, "Latin Composition"
Part I.

LATIN IV. 5 periods a week.

Cicero—Allen and Greenough, "New Cicero"; "The Manilian Law", "The Citizenship of Archias", four orations "Against Catiline" or equivalent.

Ovid—Gleason, "A term of Ovid", 1000 lines.

Sight Translation.

Composition—Allen and Phillips, Part II, based on Cicero.

LATIN V. 5 periods a week.

Vergil—Knapp, "Vergil's Aeneid", Books I-VI, Selections from Books VII-XII.

Composition—Daniel and Brown, "New Latin Composition" Part III. Grammatical Review.

#### GREEK

5 periods a week.

The aim of the course is to give such familiarity with inflectional forms, vocabulary, syntax, and the Greek manner of developing the thought in the construction of sentences as shall fit for accurate, rapid, and appreciative reading of Attic prose and Homeric Greek of ordinary difficulty. Attention is paid to the art of reading as well as to that of translation. The works chosen may vary from year to year.

#### GREEK I.

White, "First Greek Book".

#### GREEK II.

Goodwin and White, "Anabasis". Books I, II, III.

Sight translation in Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

## GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

## FRENCH

5 periods a week.

Students are drilled in conversation, dictation, sightreading, and the learning of poetry and prose. French is the language of the class-room in so far as is practical; once a week the classes are conducted by a native French teacher. Opportunity is given for French conversation in the diningroom.

#### FRENCH I.

Grammar—Chardenal, "French Grammar".

*Composition*—Oral and written translation of the exercises in the grammar.

Reading—Books such as the following are read: Bierman and Frank, "Conversational French Reader"; Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Legendes".

#### FRENCH II.

Grammar and Composition—Siepman, "Primary French Course", Second Part.

Reading—Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mére Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d' Arc".

#### FRENCH III.

Grammar—Fraser and Squair, "French Grammar".
Part II.

Composition—Bouvet, "French Syntax and Composition".

Reading—Such books as the following are read: Loti, "Pêcheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames".

#### FRENCH IV.

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a textbook, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers are presented in that language.

All text-books are subject to change.

#### GERMAN

5 periods a week.

GERMAN I.

Grammar and Composition—Collar, "First Year German". Reading—Books such as the following are read: Guerber, "Märchen und Erzählungen"; Foster, "Geschichten und Märchen"; Hempl, "The Easiest German Reading"; Bacon, "Im Vaterland"; Müller, "Glück Auf"; Grimm, "Märchen"; Meissner, "Aus meiner Welt"; Betold, "German Stories"; Stolze, "Bunte Geschichten"; "Till Eulenspiegel"; Spyri, "Rosenresli"; Storm, "Immensee"; Schiller "Der Neffe als Onkel"; Gerstäcker, "Germelshausen".

Poetry—Wenckebach, "Schönsten Deutschen Lieder". German II.

Grammar—Joynes-Meissner, "German Grammar". Review of the grammar and syntax.

Composition—"An American in Germany", by E. E.

Pattou; Pope, "Writing and Speaking German".

Reading—Books such as the following are read: Stern, "Geschichten vom Rhein"; Jensen, "Die braune Erica"; Baumbach, "Das Habichtsfraülein"; Zschokke, "Der zerbrochene Krug"; Fouqué, "Undine"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise",

"Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; H. Schoenfeld, "German Historical Prose".

Poetry-Wenckebach, "Schönsten Deutschen Lieder".

#### GERMAN III.

Grammar—Joynes-Meissner, "German Grammar".

Composition—Pope, "Writing and Speaking German"; French, "Materials for Sight Translation".

Reading—Riehl, "Fluch der Schönheit"; "Burg Neideck"; Scheffel, "Trompeter von Säkkingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim"; Arnold Werner-Spanhoofd, "Aus vergangener Zeit"; Lechner, "German Passages for Practice of Unseen Translation".

Poetry-Wenckebach, "Schönsten Deutschen Lieder".

Conversation—Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

The text-books in all classes are subject to change.

#### HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work.

The history of the Fine Arts is studied by the aid of a valuable library of the best works of reference on these

subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I.—4 periods a week.

English History.

Cheyney, "Short History of England".

Kendall, "Source Book of English History".

#### HISTORY II.

First Semester—Ancient and Grecian History.

Second Semester—Roman History.

Wolfson, "Essentials in Ancient History".

Botsford, "History of Greece", "History of Rome".

HISTORY III.—3 periods a week.

American History and Civics—Woodburn and Moran, "American History and Government". Guitteau, "Preparing for Citizenship".

HISTORY IV.—4 periods a week.

2 periods a week—History of the 18th and 19th Centuries. Robinson and Beard, "Outlines of European History", Part II.

2 periods a week—History of Fine Arts.

Lectures, fully illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

Current Events—2 periods a week.

News of the day studied with reference to its bearing on European and American History.

#### ENGLISH

Thorough and systematic work in English is an essential part of every student's programme throughout her connection with the school.

The purpose of the English courses is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of selected masterpieces.

English I.—4 periods a week.

Word Study.

Grammar—Review. Buehler, "Practical Exercises in English".

Composition—Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing.

Hitchcock, "Enlarged English Composition".

Literature—Selected readings. In 1914-1915, these included: Scott, "Ivanhoe"; Irving, "The Sketchbook"; Shakespeare, "A Midsummer Night's Dream"; Defoe, "Robinson Crusoe"; Hawthorne, "Twice Told Tales"; American Poetry.

Spelling and Handwriting—2 periods a week.

English II.—4 periods a week.

Grammar and Rhetoric—Herrick and Damon, "Composition and Rhetoric".

Composition—Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

Literature—Selected readings. In 1914-15, these included: Shakespeare, "The Merchant of Venice" and "Julius Caesar"; Addison, "The Sir Roger de Coverley Papers"; Defoe, "Gulliver's Travels"; Scott, "Marmion" and "The Talisman"; George Eliot, "Silas Marner"; Hughes, "Tom Brown's Schooldays"; Arnold, "Sohrab and Rustum" and "The Forsaken Merman"; selections from Tennyson, "The Idylls of the King".

ENGLISH III.—3 periods a week.

Composition—Paragraph-structure, construction of the theme, the essay, versification. Weekly long themes. Reports of current events. Herrick and Damon, "Composition and Rhetoric".

Literature—Selected readings. In 1914-15, these included: Shakespeare, "As You Like It", "Richard II"; Goldsmith,

"The Vicar of Wakefield"; Gaskell, "Cranford"; Dickens, "The Tale of Two Cities"; Stevenson, "Treasure Island", "Inland Voyage", "Travels with a Donkey"; "Selected Letters"; "Old English Ballads"; Coleridge, "Ancient Mariner", "Kubla Khan", "Christabel".

ENGLISH IV.

Literature—4 periods a week.

Historical and critical study of English Literature from the earliest times to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

Composition—1 period a week. Themes, criticism, versification, study of the novel.

ENGLISH V.

Literature—3 periods a week.

First Semester—A course in general literature, based on the study of the representative classics of the world (in translation).

Second Semester—A course in the poetry and prose of the Nineteenth Century.

Composition—1 period a week. Theme, criticism, study of the novel (continued), and of contemporary writing.

Shakespeare—1 period a week. Study of the development of Shakespeare's art. Six plays.

COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

#### PHILOSOPHY AND THEISM

Psychology is used as a basis for the study of the ethical and religious development of man's nature.

Calkins, "A First Book in Psychology"; James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism", and Row, "Christian Evidences" are the text-books used in the Senior course.

#### MATHEMATICS

In the Academic course a year of Algebra and a year of

Plane Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra is required during the Senior year.

The work in both subjects covers the College entrance

requirements.

Text-books used in 1915-1916:

First and second courses in Algebra by Wentworth and Smith.

Plane Geometry by Wentworth and Smith.

#### SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY.—8 periods a week including laboratory work.

A study of the more important elements and their compounds, with emphasis upon the practical application of the science to every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements.

Physics.—8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

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Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

ASTRONOMY.—4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

Geology.—4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

Zoology.—4 periods a week, first semester.

A general introduction to animal morphology and physiology, with emphasis upon a study of habits and upon the economic importance of animal life, as illustrated especially by the invertebrates.

Laboratory study of types illustrative of the main subdivisions.

Materials for study, microscopes and necessary instruments are provided for each student.

Botany.—4 periods a week, second semester.

Elements of morphology, physiology and ecology especially of the higher plants, with some study of the leading

Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions

of root, stem, leaf and flower.

Physiology.—4 periods a week, first semester.

A study of the structure and functions of the human body with special emphasis upon personal hygiene and sanitation.

#### HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior Classes, and to High School graduates.

HOUSEHOLD ECONOMICS I.—4 periods a week.

Senior or Senior Middle year.

Dietetics—First semester.

The food problem: cost, food principles, dietary standards, adulteration, special diet.

Household Management—Second Semester.

Consumption and production, home expenditures, household accounts, organization and division of labor, division of income.

Laboratory work—Cookery, food experiments.

Either Physics or Chemistry is a pre-requisite for this course. If neither of these has been taken earlier, one may be taken during the same year as this course.

Household Economics II.—4 periods a week. Senior year.

Domestic Architecture.

Household hygiene — site, drainage, ventilation, heat light, water, plumbing, care and cleaning. Evolution of the house. House plans. Cost of building. Construction, furnishing.

Laboratory—Study of textiles, needlework.

Course I is a pre-requisite for this course.

Visits are made to factories, shops, and markets. Laboratory charges for materials are made in both courses.

#### BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I.—2 periods a week.

Old Testament Heroes, first semester.

The Life of Christ, second semester.

BIBLE II.—1 period a week.

The Literature and History of the Old Testament.

BIBLE III.—1 period a week.

The Teachings of Jesus.

BIBLE IV.—1 period a week.

The founding of the Church: the teachings of St. Paul.

#### MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in harmony, musical theory and history; in vocal culture; and in violin and mandolin playing. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

PIANO.

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Jensen, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Scarlatti, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Liszt, Brahms, Rheinberger, Saint-Saara Crieg, MacDawell, Dahussy.

Saens, Grieg, MacDowell, Debussy.



THE ANTOINETTE HALL TAYLOR INFIRMARY



#### ORGAN.

Students having adequate piano technique may study the organ, opportunity for which is afforded by the twomanual electric organ in Davis Hall. Compositions by Bach, Rheinberger, Guilmant, Widor and other distinctive organ composers are studied. Attention is also given to the requirements of the Church Service.

#### VIOLIN.

The violin work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

#### VOCAL.

The vocal department gives instruction in correct breathing and tone-placing and carefully develops the voice. Special attention is paid to voice quality and flexibility, and to diction, phrasing and interpretation. Italian, English, French and German songs are given, and, to advanced pupils, selections from Opera. Vocalizes by Marchesi.

#### HARMONY AND HISTORY OF MUSIC.—2 periods a week.

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course covers two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

#### GENERAL MUSICAL ADVANTAGES.

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

About once a month, the Sunday evening service is held in Davis Hall, with special choral music, accompanied by the organ. The service is followed by a short recital by the organist.

Recitals by the pupils accustom them to public performance.

A series of three recitals by distinguished artists is given each year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston.

#### DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of perspective, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students.

Advanced drawing and painting from casts, groups, costume-model, and landscape are offered for those having a good foundation in first principles.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance scuplture.

In the John-Esther Gallery belonging to the school, is a large collection of paintings, which together with special exhibitions of the work of modern painters held in the gallery furnish good examples of art for study. Visits may be made to the Museum of Fine Arts, Boston, and to other collections of artistic value.

#### READING AND SPEAKING

This work is planned to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight intelligently and expressively.

It includes careful attention to correct breathing and tone-placing; drill in articulation and in tone production; and analysis of selected prose and poetry in order to express truly its thought.

Plays are given each year by the Senior and Senior Middle classes, and by one of the Modern Language departments. Among plays recently given are: "The Winter's Tale", "She Stoops to Conquer", and "A Scrap of Paper", by the Senior classes; "King René's Daughter", "The Violin-maker of Cremona" and "The Primrose Path", by the Senior Middlers; and "Wilhelm Tell", and "A Quoi rêvent les jeunes Filles" by the language departments.

#### PHYSICAL EDUCATION

The object of the work is to promote health, and to develop vigorous, graceful women. Special care is taken to secure good breathing and to correct faulty posture. Measurements are taken at the beginning of the year and again at the end.

During the fall and spring, the exercise is chiefly out of doors. A tennis tournament and contests in field hockey and basketball give zest to the fall sports, and in the spring out-of-door dancing is carried on as soon as the weather permits. During the winter term, classes in dancing and gymnastics meet twice a week. This work is varied by gymnastic games. Skating, coasting, snowshoeing and

skiing are favorite sports. After the mid-year examinations the Senior class is taken by the Principal, for a few days of winter sports, to Intervale in the White Mountains.

#### LECTURES

Lectures and addresses are given during the year by some of the most distinguished speakers and preachers of the country. The greater number of these are provided for from the income of the Alumnae Lecture Fund.

#### EXPENSES

Board and Tuition			•			\$600.00
Tuition for Day Scholars	s					120.00
Piano and Organ:						
Two lessons a week						100.00
One lesson a week						75.00
Use of piano, one pe	eriod o	daily				15.00
Use of organ and ele	ectric	blow	er, on	e peri	od	
daily .				•		30.00
Vocal Music:						
Two lessons a week					•	120.00
One lesson a week	•			•		75.00
Violin: one lesson a week			•			90.00
Drawing and Painting: of	one les	sson,	one c	riticis	sm	
a week			•			90.00
Physical Examination						1.00
Laboratory Fees:						
Physics, Chemistry,	each		•	•		5.00
Botany, Zoology, ea	ch					2.00
Cooking, per term				•		5.00
Pew Rent						3.00
Laundry, (unstarched), p						.40

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; three hundred and

twenty-five dollars (\$325) in September, at the time of entrance; and two hundred and fifty dollars (\$250) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the principal for the personal allowance of each student for spending-money. (See page 13). This deposit must be renewed when exhausted.

#### SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand (\$60,000) Dollars.

The income of these funds is administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship	•		\$ 1000
The Brewster Scholarship			1000
The French Scholarship			1000
The New Hampshire Scholarship			1000
The Draper Scholarship			1000
The Minnie E. Lewis Scholarship		٠	1000
The Abby W. Boyd Scholarship			1000
The Rice Scholarship	:		1000
The Rufus S. Frost Scholarship.			1000
The Nancy J. Haseltine Scholarship			2000

The Mary A. Richards Scholarship .			400
The Faith Scholarship			700
The Phebe Fuller McKeen Scholarship			3000
The Andover or Coburn Scholarship .			2000
The John Cornell Scholarship			3000
The Frieda Gerlach Billings Scholarship			7500
The Timothy Augustus Holt Scholarship			26000
The Raymond Scholarship			5000
The Charlotte Cornell Scholarship .			4000
The Charlotte Ward Briant Scholarship			1000
The Stephen M. Knevals Scholarship			3000
ENROLLMENT OF STU	J <b>D</b> :	ENT	S
Boarding Students			103
Day Students			41
Total			144

#### DISTRIBUTION BY STATES

Massachusetts, ninety-one; New York, sixteen; New Hampshire, eight; Connecticut, seven; Maine, five; Ohio, five; Pennsylvania, three; Illinois, two; Greece, Indiana, Iowa, New Jersey, Rhode Island, Vermont, and Wisconsin, each one.

#### THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.





THE TAYLOR INFIRMARY-LIVING ROOM LOOKING TOWARD SUN PARLOR

#### ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former students, and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

#### ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.

#### GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.

#### HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# ABBOT ACADEMY CATALOGUE OF STUDENTS 1915-1916

#### STUDENTS, 1915-1916

#### ACADEMIC SENIOR CLASS

Vera Louise Allen Margaret Allison Eleanor Pearce Black Dorothy Dann Myrtle Paddock Dean Lois Edna Erickson Charlotte Jane Fleming Rachel Foster Eleanor Frary Marjorie Floyd Freeman Sylvia Gutterson Lillon Priscilla Hamer Helene Charlotte Hardy Dorothy Higgins Mildred Louise Jenkins Esther Lucile Kilton Louise Mason Kimball Louise King Ruth Laton Marion Emma Mellor Frances Plummer Moses Katharine Marshall Odell Ruth Agnes Ottman Bernice Overend Eugenia Parker Margaret Lewis Perry Dorothy Pillsbury Lucy Butler Squire Emma Marie Stohn \*Antoinette Creighton Stone Lillian Ida Sword Josephine Walker Helen Elizabeth Warfield Miriam Louise Weber

Cohasset Andover Mansfield, Ohio Mansfield, Ohio Everett Dorchester Des Moines, Iowa Peabody Berlin, New York Lawrence Winchester Lawrence Dorchester Bath, Maine Methuen Worcester Concord, New Hampshire Peabody Nashua, New Hampshire Lawrence Bath, Maine Beverly Stamford, Connecticut Lawrence Winchester Newton Centre Derry, New Hampshire Meriden, Connecticut Roslindale Ilion, New York Huntington, Long Island Concord, New Hampshire Brooklyn, New York Canton, Ohio

#### COLLEGE PREPARATORY SENIOR CLASS

Edith Stone Bancroft Charlotte Eaton Agnes Campbell Grant Dorothy Bates Johnson Agnes Jamison Leslie Ruth Lindsay Grace Converse Merrill Newton Highlands Ballardvale Andover Hamburg, New York Newburgh, New York Andover Manchester Dorothy Grieme Niles Helene Marie Sands Marion Adelaide Selden Esther Mary VanDervoort Elsa Margaret Wade Elizabeth Dayton Wood Amsterdam, New York Melrose Highlands Andover Moline, Illinois Andover Gardner

#### SENIOR SPECIAL

Ruth Stevens Moore

Newton Highlands

#### ACADEMIC SENIOR MIDDLE CLASS

Lucy Rogers Atwood Elizabeth Harlow Bacon Miriam Manning Bacon Harriet Hilton Balfe Irene Cora Baush Dorothy Louise Baxter Bernice Patterson Boutwell Mary Church Letitia Malcolm Creighton Esther Davis Marguerite Dunaway Doris Elizabeth Emery Frances Kent Gere Mildred Ada Gilmore Gertrude Goss Esther Wanzer Hungerford Ruth Jackson Alice Taylor Littlefield Julia Augusta Littlefield Cornelia Chapell Newcomb Alice Beardslee Prescott Cornelia Bancroft Sargent Hilda Belle Temple Dorothy Ellen Wells Elizabeth Willson Mary Elizabeth Wuichet Mary Catherine Yeakle

Lincoln, New Hampshire Albany, New York Newton Newburgh, New York Springfield Mansfield, Ohio Lowell Cambridge Thomaston, Maine Bridgeport, Connecticut Virginia, Illinois Newport, Vermont Syracuse, New York Wellesley Hills Melrose New Milford, Connecticut Malden Peabody Brewer, Maine New London, Connecticut Andover Lawrence Andover Scituate Princeton, New Jersey Dayton, Ohio Norristown, Pennsylvania

#### COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Carita Bigelow
Janet Wilson Davis
Elizabeth Blodgett Holmes
Mildred Elizabeth Kling
Harriet Josephine Murdock
Dorothy Newton
Rachel Langevin Olmstead
Jane Patteson
Dorothy Coffin Small

Andover Altoona, Pennsylvania Janesville, Wisconsin Amsterdam, New York Meriden, Connecticut Andover West Brookfield Penn Yan, New York Nantucket

#### IUNIOR MIDDLE CLASS

Ruth Emily Allen Irene Atwood Mary Osgood Bartlett Helene Bennett Gwendolen Brooks Dorothy Bushnell Ruth Farrington Clark Ruth Hathaway Eaton Helen Ruth Farrington Barbara Ferguson Grace Murdock Francis Helen Wentworth French Clarissa Horton

Beatrice Ellen Kenyon
Myra Eurilla McLean
Catherina Remina McR

Catherine Remine McReynolds

Margaret Mitchell June Elizabeth Perry Katherine Menzies Pinckney

Helen Agnes Briggs Robertson

Julie Pfingst Sherman Dorothy Mary Stalker Catherine Louise Stilwell Martha Corwin Swalm Andover Winchester Andover Hyde Park Andover Andover North Andover West Roxbury Peabody Lexington Andover Andover

Windsor Locks, Connecticut

Lawrence
West Somerville
Washington, D. C.
Andover

Greenfield
Andover
Andover
Winchester
East Boston
Anderson, Indiana
Middletown, New York

#### JUNIOR CLASS

Marion Chandler Margaret Fuller Clark Dorothy Cole Dorothy McKeen Cutler Mary Freethy Davis Helen Aldrich Dole Emily Marie Duckworth Grace Morre!l Duffill Dorothy Elliott Evans Cora Jeannette Erickson Dorothy Fairfield Mildred Frost Gladys Mildred Glendinning Katherine Gage Hamblet Ruth Carter Hathaway Jane Carpenter Holt Muriel Archibald Johnson

Winifred Hopkins LeBoutillier Esther Violet Milliken Frances Moses Gertrude Ellen Stark Meriel Frances Thomas Dorothy May Williams

Lucy Marytta Lane

Helen May Leaycraft

New Gloucester, Maine

North Andover Andover Andover North Andover Lawrence

Scranton, Pennsylvania Melrose Highlands

Andover
Dorchester
Winchester
Lawrence
Lawrence
Lawrence

North Wilmington

Methuen Andover Westfield

South Nyack, New York

Andover Lawrence Andover Ballardvale Winchester

East Salamanca, New York

#### FIRST YEAR CLASS

Julia Conant Abbe Lucile Marguerite Bond Phyllis Estelle Brown Ardis Margaret Collins Helen Garland Donald Margaret French Edith Ensign Page Dorothy Sparks Phyllis Tutein Helen Roblee Vedder

Dublin, New Hampshire Roxbury Lowell Exeter, New Hampshire Andover Andover Andover Warren, Rhode Island Winchester Schoharie, New York

#### SPECIAL

Sophia Chrysakis

Athens, Greece

#### MUSIC STUDENTS

#### PIANO

Julia Conant Abbe
Irene Cora Baush
Marian Chandler
Marguerite Dunaway
Ruth Hathaway Eaton
Cora Jeannette Erickson
Lois Edna Erickson
Helen Ruth Farrington
Mildred Harriet Frost
Ruth Carter Hathaway
Elizabeth Blodgett Holmes
Jane Carpenter Holt
Dorothy Bates Johnson

Louise Mason Kimball
Helen May Leaycraft
Agnes Jamison Leslie
Julia Augusta Littlefield
Catherine Remine McReynolds
Grace Converse Merrill
Cornelia Chapell Newcomb
Katherine Marshall Odell
Rachel Langevin Olmstead
Helene Marie Sands
Lucy Butler Squire
Dorothy May Williams
Elizabeth Dayton Wood

#### VOICE

Esther Kinney Davis
Emily Marie Duckworth
Grace Morrell Duffill
Agnes Campbell Grant
Helene Charlotte Hardy
Elizabeth Blodgett Holmes

Dorothy Bates Johnson Esther Violet Milliken Josephine Walker Helen Elizabeth Warfield Dorothy May Williams Elizabeth Dayton Wood

#### VIOLIN

Gertrude Goss

Alice Taylor Littlefield

#### MUSICAL THEORY

Elizabeth Blodgett Holmes Louise Mason Kimball Agnes Jamison Leslie Grace Converse Merrill

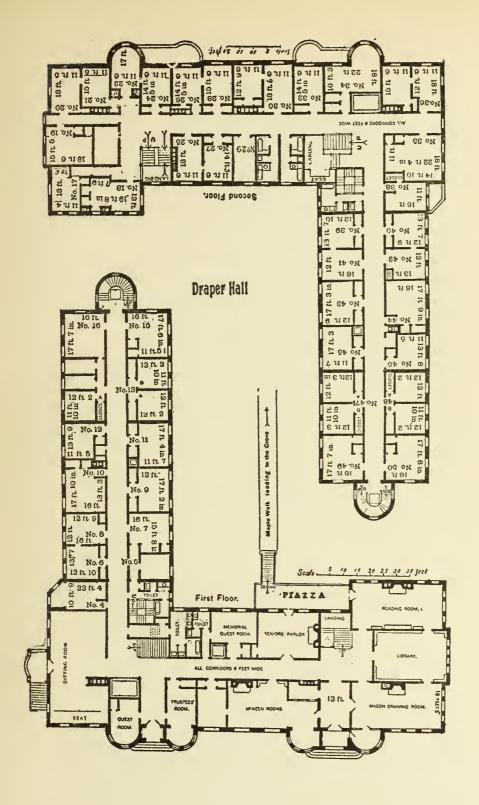
Elizabeth Dayton Wood

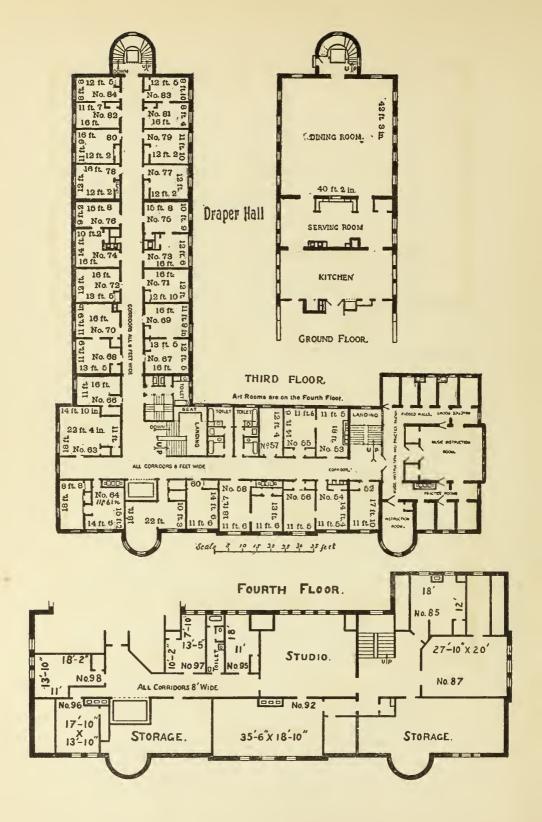


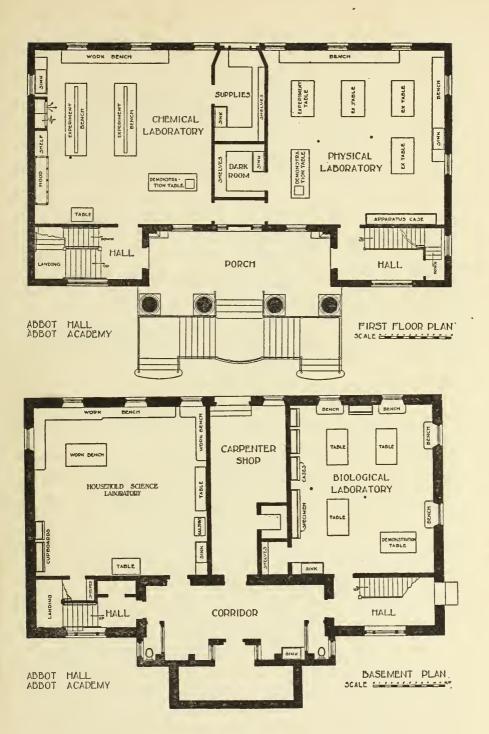


THE TAYLOR INFIRMARY - ONE OF THE WARDS

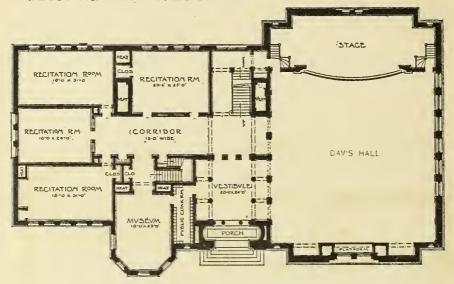






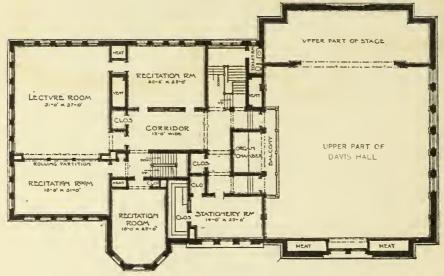


# MCKEEN MEMORIAL ,ABBOT ACADEMY ANDOVER MASS.



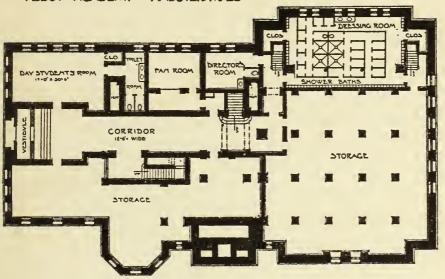
- PLAM OF FIRST FLOOR -

#### MSKEEM MEMORIAL ABBOT AC/ DEMY AMDOVER MASS.

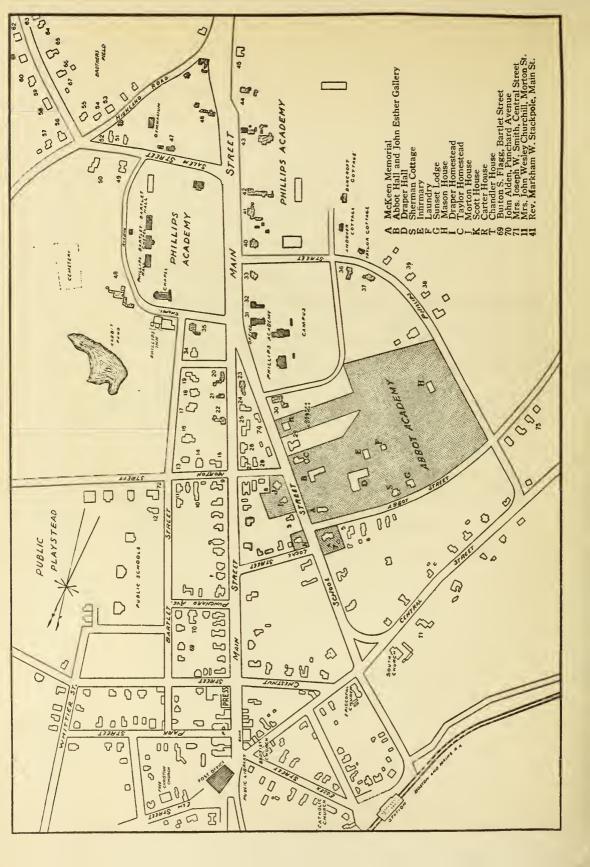


~ PLAM OF DECOMD FLOOR~

MEKEEN MEMORIAL ABBOT ACADEMY ANDOVER MASS.



-PLAM OF BASEMENT-



#### WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. Recita- tions	Date of Completion	Rank		TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tion	Date of Completion	Rank		TEXT BOOK AND AMOUNT COMPLETED	Total No. Date of Recita- tions	Rank
HISTORY:					MATHEMATICS: Algebra					FRENCH:		tions	-
Ancient					Aigebra					Grammar			
English					Geometry								
										Authors read			
Mediaeval					LATIN:								
Modern					Grammar and Reader					-			
American					Caesar								
SCIENCE:										GERMAN: Grammar			
Zoology		!			Vergil								
Botany												1	
					Cicero					Authors read			
Geology													
Astronomy	The experimental state of the s				Advanced Latin								
Physics					Prose Composition								
Laboratory work					GREEK:					ENGLISH:			1
					Grammar and Reader								
Chemistry													
Laboratory work					Anabasis								
Disarial					7.7								
Physiology					Homer								
Physical Geography					Prose Composition								
		1		And the same of th	1					Please state average req	quired for passing.		

### **Aredential Form**

Name of student	

# Abbot Academy

# Credential Form

191
To The Principal,
Abbot Academy, Andover, Mass.
I hereby certify that
Miss
has been a pupil in
school from to and that the following is a correct statement of the work done by her in the subjects named.
Signature of Principal.
Name of School.
(Please indicate also any subjects with which she was credited upon entrance to your school.)  Have the following subjects been completed as required for entrance to High Schools:
English
Geography
Arithmetic
U. S. History and Constitution

Full name and address of applicant.	Does she wish special lessons in drawing or painting?
Date of birth.	Does she wish a room-mate?
Full name of parent or guardian	What is the condition of her health?
Business address.	
	What church does she attend?
Is the applicant a graduate of any school? What was the last school attended, and for how long? What other schools has she attended?	Is she a member of any church?
Does she apply for the academic or college preparatory course?	
	Address of persons to whom reference may be made.
If for the latter, for what college does she wish to be prepared?	Social
Does she wish to study music?	Financial

#### Application Form

Full name of applicant

Date of application

# Application for Admission to Abbot Academy

Andover, Mass.

Application is hereby made for the admission of my
, (name)
as a day boarding student at Abbot Academy, for the school year
beginning September , 191 . Enclosed is my check for
\$25.00 for reservation of place, to be credited on the bill
for tuition. I have carefully read and accept the terms and
conditions specified in the Abbot Academy Catalogue for the
year 1916. I promise that myshall conform to
the regulations of the Academy, and that she shall be punctual
in attendance at the stated beginning of each term.

This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

MISS BERTHA BAILEY,

Signature of Parent or Guardian.

Principal.





## ABBOT ACADEMY

ANDOVER, MASS.

1917-1918



## ABBOT ACADEMY ANDOVER, MASSACHUSETTS

### CIRCULAR OF INFORMATION

FOR

1917-1918

ANDOVER 1917



#### CALENDAR

#### 1917-1918

1917

April 10, Boarding Students register before 6 P.M. April 11, Wednesday, 9 A.M.

June 12, Tuesday

Summer Vacation

September 19, Boarding Students register before 6 P.M. September 20, Thursday, 9 A.M.

November 29, Thursday

December 20, Thursday, 12 M.

Christmas Vacation

1918

January 9, Boarding Students register before 6 P.M. January 10, Thursday, 9 A.M.

February 2, Saturday February 4, Monday

March 21, Thursday, 12 M.

Spring Vacation

April 3, Boarding Students register before 6 P.M.

April 4, Thursday, 9 A.M.

June 11, Tuesday

Spring term begins School year ends

Fall term begins Thanksgiving Day Fall term ends

Winter term begins First semester ends Second semester begins Winter term ends

Spring term begins School year ends

#### TRUSTEES

The Rev. Albert Parker Fitch, D.D. Cambridge President BURTON S. FLAGG, A.B., Treasurer Andover The Rev. Charles Henry Oliphant Methuen Temporary Clerk The Hon. MARCUS MORTON, A.B. Boston Mrs. John Wesley Churchill Andover GEORGE F. SMITH, A.B. Andover The Rev. Markham W. Stackpole, A.B. Andover North Andover GEORGE G. DAVIS The Rev. Charles H. Cutler, D.D. Waban Mrs. Grace Carleton Dryden Newark, N. J. Miss BERTHA BAILEY, Sc.B. Andover

#### FACULTY

#### 1916-1917

BERTHA BAILEY, Sc.B., Principal

Psychology, Ethics, Christian Evidences

KATHERINE ROXANNA KELSEY, Assistant Principal

Mathematics

Nellie Maria Mason Rebekah Munroe Chickering, A.B. Physics, Chemistry History, English

MARTHA MELISSA HOWEY, Litt.B. GERTRUDE ELIZA SHERMAN, A.B.

Literature, History of Art French

MARY ETHEL BANCROFT, A.B. HEDWIG DOROTHEA CRAMER

English German

Laura Kesiah Pettingell, A.B.

Latin

Margaret Elliot, A.B. Marian Hosmer King, A.B.

Mathematics, Astronomy, Geology History, Biology, Botany

Adele Crawford Martin, A.B.

Latin

Bertha Geofroy Romero

French, Spanish

EVELYN CUMMINGS
GRACE E. PORTER

Food Values, Cookery, Textiles, Sewing Household Management

ETHEL PRISCILLA POTTER, A.B.

Vocal Expression Physical Education

ALIDA BENHAM CARSON LOUISE REVERE MORRIS

Rhythmic Expression

JOSEPH NICKERSON ASHTON, A.M.

Choral Music, Pianoforte, Organ, Harmony

Mabel Adams Bennett Marie Nichols

Vocal Music Violin

MILDRED GATES

Violin

MARY BLAIKIE

Violoncello

RACHEL AUGUSTA DOWD, A.B. HARRIET BIXBY MARIAN HOSMER KING, A.B. PHILANA MCLEAN EDITH HENRIETTA ALDRED Secretary to the Principal Supervisor of Day Scholars Librarian In charge of Draper Hall Resident Nurse

In charge of Infirmary

JANE BRODIE CARPENTER, A.M.

Keeper of Alumni Records Curator of John-Esther Gallery

#### LECTURERS

Mr. CHARLES RANN KENNEDY of New York, N. Y. November 8. Readings from his own plays

Mr. JAMES W. ERWIN of San Francisco, Cal. January 8. The Beauties of California

Mrs. ALICE McKAY KELLY
January 18. The Philippine Islands

BARONESS FRANCES WILSON HUARD, March 22. "My Home on the Field of Honor."

#### CONCERTS

MR. ERNST PERABO and the HOFFMAN QUARTET. December 9
MRS. GRACE BONNER WILLIAMS, Soprano. February 17
THE CREMONA STRING QUARTET. February 27
MISS MARIE NICHOLS, Violinist. March 15
MISS ETHEL LEGINSKA, Pianist. March 24

#### SPEAKERS

Sermon to the Graduating Class, June 4, 1916, by the REVEREND JOHN EDGAR PARK, of the Second Church, Newton, Massachusetts.

Address to the Graduating Class, June 6, 1916, by the REVEREND HARRY EMERSON FOSDICK, D.D., of the Union Theological Seminary, New York, N. Y.

MISS MABEL E. HEYWOOD

with Senorita Estrella Fontanals Rev. Albert Parker Fitch, D.D.

MISS ETHEL SHUMWAY

REV. GEORGE H. GUTTERSON

REV. HAROLD CHIDLEY

MISS MARY TAYLOR BLAUVELT

MISS MARGARET SLATTERY

MISS NELLIE OIESEN

REV. RAYMOND CALKINS

REV. NEHEMIAH BOYNTON, D.D.

REV. MARKHAM W. STACKPOLE

REV. CHARLES W. HENRY

REV. ROBERT E. SPEER, D. D.

MRS. HELEN WEIL

PROF. WILLIAM H. RYDER, D.D.

REV. CLARK CARTER

REV. CLARENCE A. BARBOUR, D.D.

REV. RAYMOND C. KNOX, D.D.

MR. WALLACE BRYANT

MR. FRANK A. WHIPPLE

with the Hampton Quartet

MISS MIRIAM SWEENEY

REV. HARRY EMERSON FOSDICK, D.D.

MISS EMILY SKILTON

MISS ETHEL DELONG

MISS MARY C. WIGGIN

REV. E. VICTOR BIGELOW

CAPTAIN IAN HAY BEITH

REV. WILLIAM E. LOMBARD

PROF. MARY WHITON CALKINS, M.A., LITT.D., LL.D.





DRAPER HALL

#### ABBOT ACADEMY

Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-eight years controlled the policy of the school.

#### LOCATION

Andover has been for more than a century a centre of educational interests, and its schools attract to it many persons of learning and distinction. The climate is healthful, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

#### BUILDINGS

Six substantial, modern, brick buildings and a frame cottage now house the activities of the school. All these buildings are lighted by electricity and, with one exception, heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was

named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-equipped laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, much space is devoted to the Art Studio on the fourth floor, and to the Music Studios on the third. There is a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet rooms, fitted with modern plumbing, recently renewed and in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleepingroom. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKeen Memorial Hall, was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used as an audience room, and as a gymnasium. In Davis Hall is an organ, presented to the school by

Mrs. Dorothy Davis Simpson, a granddaughter of Mr. George L. Davis. Below the gymnasium, are shower-baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, a large study hall for day scholars, with a comfortable sitting-room and a dressing-room for their use. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

The John Esther Gallery, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlor, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious disease.

This building was constructed through the gifts of friends of the school, and was named in honour of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

SHERMAN COTTAGE, a house of residence for ten students, was opened in September, 1915. Like the other buildings, it is heated by steam and lighted by electricity. It has newly-installed plumbing, and large, sunny rooms.

THE SCHOOL LAUNDRY, is a substantial building of brick, fitted with modern electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and also contains ample room for storage.

#### LIBRARY

The Academy Library, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library freely, as well as the reading-room, where they will find the leading magazines, and religious and secular newspapers.

#### RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is positively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that at the time of entrance; others attend the South Congregational Church.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out-of-town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes. In recent years a delegation has been sent to the Student Conference at Northfield.

THE DINING ROOM



#### HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sleeping-porch, its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. Each girl should have two serge "Peter Thomson" suits (color not specified) for school wear, and similar suits in white serge or washable material for dinner and evening. Shirtwaists may be worn, but they should not be too thin or heavily trimmed with lace or embroidery. Plainly made washable gowns may be worn for school during warm weather. Simple cotton gowns of white or light colors, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must not be lower than the throat, and sleeves must cover the elbow. Middy blouses are used for gymnasium and sports only. A tailored suit is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. A sweater of moderate weight is

useful for sports. Proper walking shoes with broad, low heels must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella and a waterproof coat are indispensable. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted

if one pair is broken.

It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the Principal.

#### STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, washstand with separate toilet-set for each girl, a small writing table, two straight chairs, a rattan couch and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk or writing table and an easy chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, washstand and table should have simple covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing-dishes should not be brought to the school. Except for sweeping, students have the care of their own apartments. The occupants will be held responsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every

article of clothing must be plainly marked with her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

#### SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit to cover this allowance, and such other incidentals as concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honored. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

#### PHYSICAL EXAMINATION

A physical examination is made by a woman physician employed by the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar.

#### REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, and teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

Students will not be received before the day set for registration, except by some special arrangement.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will make more than two visits, either at home or elsewhere, during each term, except at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the principal.

Visits from friends may be received on Wednesdays, and

out of study hours on other week-days. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow

little time for letter-writing.

#### DISCIPLINE

It is the purpose of the school discipline to train girls to self-control and the wise regulation of their lives. Much liberty is therefore given to trustworthy students and those who abuse confidence are restricted. One who proves untrustworthy is liable at any time to be dropped from the school. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in requiring a spirit of willing conformity to the school usages and regulations. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

#### THE PHILLIPS INN

The Phillips Inn, Mr. John Stewart, proprietor, offers comfortable accommodations for visitors to Andover. As its capacity is limited, rooms should be secured in advance for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

#### COURSES OF STUDY

#### ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to a good High School. The regular course requires at least five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the Principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from certified schools and must accept our requirements for college work.

#### APPLICATION

The application and credential blanks in the back of the circular should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year



OFF FOR A RIDE

or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.

ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course demands two semesters' work. The fourteen full courses must include the following: Language, four, including Latin I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one; English Literature, one; General Literature, one.

A candidate for graduation may not have a yearly average below C in more than two courses during the Senior Middle or Senior years.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

#### COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school has full certificate privileges to Smith, Mt. Holyoke, Wellesley, Simmons and Vassar colleges, and prepares candidates for examinations of Radcliffe and Bryn Mawr colleges, which do not admit students on certificate. A diploma will be

given only to those whom the school is prepared to certificate *in all subjects*, and to those who are prepared to take the examinations of colleges which do not admit on certificate.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

No certificate will be given unless satisfactory rank is maintained throughout the course; and none will be given for less than one year's work in the school. No certificate will be given for work not done here; but, in exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Attention is called to the recent decision of Vassar, Wellesley, Smith and Mt. Holyoke colleges, that beginning September 1919, they will put into effect a new method of admission which will do away with the method of admission by certificate.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in physical education.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

#### STUDY PROGRAM

#### FIRST YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

P. U.L.T	/4\*	Characteristics	(4)
English I	(4)*	Chorus Singing	(1)
Latin I	(5)	Gymnastics and Dancing	(2)
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting	(2)
Reading and Speaking	(2)		
Art	(2)		

#### JUNIOR YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Reading and Speaking	(1)
Latin II	(4)	Art	(1)
Geometry	(4)	Gymnastics and Dancing	(2)
French or German	(5)	Bible I	(2)
or			
History I	(4)		

#### JUNIOR MIDDLE YEAR

Academic	ACADEMIC COLLEGE PREPARATORY		Y
Required Courses			
English III	(3)	English III	(3)
French or German	(5)	Latin III	(4)
Gymnastics and Dancing	(2)	French, German or Greek	(5)
Chorus Singing	(1)	History I or II	(4)
Bible II	(1)	Algebra	(2 or 3)
Art or Reading and Speaking	(1)	Gymnastics and Dancing	(2)
		Chorus Singing	(1)
		Bible II	(1)
		Art or Reading and Speaking	(1)
Elective Courses			
Greek	(5)		
Latin	(5)		
French	(5)		
German	(5)		
History I, II	(4)		
Biology	(4)		

\*The numbers in parentheses indicate the number of appointments per week in each subject.

#### SENIOR MIDDLE YEAR

ACADEMIC		College Preparator	Y
Required Courses		Required Courses	
English IV	(1)	College English I	(3)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(8)	French, German or Greek	(5)
Gymnastics and Dancing	(2)	Algebra	(3  or  2)
Bible III	(1)	Gymnastics and Dancing	(2)
Art or Reading and Speaking	(1)	Bible III	(1)
History I, II or III	(4)		
Elective Courses		Elective Courses	
Greek	(5)		
Latin	(5)		
German	(5)	French, German or Greek	(5)
French	(5)		
History I, II	(4)	Physics or Chemistry	(8)
Astronomy, 1st Semester	(4)	History I, II	(4)
Geology, 2nd Semester	(4)		
Household Economics I	(4)		
	SENIOR	R YEAR	
Academic		College Preparator	Υ
Required Courses		Required Courses	
English V	(1)	College English II	(3)
General Literature	(3)	Latin V	(5)
History IV	(4)	French or German	(5)
Philosophy	(4)	Mathematics review	(4)
Gymnastics and Dancing	(2)	Gymnastics and Dancing	(2)
Bible IV	(1)	Bible IV	(1)
Elective Courses		Elective Courses	
Shakespeare	(1)	German or French	(5)
Household Economics I or II	(4)	Physics or Chemistry	(8)
German or French	(3)	History	(4)
History I, II, or III	(4)	1110001 9	(1)
Current Events	(2)		
Science	(4)		
Reading and Speaking	(1)		
Art	(1)		
AMIC	( - )		

#### DEPARTMENTS

The courses of study are described as offered during the year 1916-1917. They are subject to change.

#### LATIN

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

#### FOUR YEARS COURSE

LATIN I. 5 periods a week Smith, "Latin Lessons"

Latin II A. 5 periods a week

Caesar, 4 books or equivalent
Greenough, D'Ooge and Daniel, "Second Year Latin"

Composition — Allen and Phillips, "Latin Composition,
Part I"

LATIN IV. 5 periods a week

\*Cicero\* — D'Ooge, "Select Orations"

\*Composition\* — Allen and Phillips, "Latin Composition,

Part II"

Latin V. 5 periods a week

Vergil — Knapp, "Vergil's Aeneid", 5 books

Ovid — Gleason, "A Term of Ovid"

Composition — Baker and Inglis, "Latin Composition,

Part III"

#### FIVE YEARS COURSE

LATIN I. 5 periods a week Smith, "Latin Lessons"

LATIN II B. 4 periods a week

Review of forms

Reading — Ritchie, "Fabulae Faciles" or Nutting, "First Latin Reader"

Caesar — Potter, "New Method for Caesar" Composition — Tyng, "Latin Prose Exercises"

LATIN III. 4 periods a week

Caesar — Towle and Jenks, "Caesar's Gallic War", selections

Nepos — Roberts, "Nepos"

Composition — Allen and Phillips, "Latin Composition, Part I"

LATIN IV. 5 periods a week. As above LATIN V. 5 periods a week. As above

#### GREEK

5 periods a week

GREEK I

White, "First Greek Book"

GREEK II

Goodwin and White, "Anabasis", Books I, II, III Sight translation in Anabasis Pearson, "Greek Prose Composition" Goodwin, "Greek Grammar"

GREEK III

Benner, "Selections from Homer's Iliad"

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose"

Pearson, "Greek Prose Composition"

Palmer, "Odyssey"

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

#### FRENCH

5 periods a week

French is the language of the class-room in so far as is practical. Opportunity is given for French conversation in the dining-room.

#### FRENCH I

Grammar and Composition — Meras, "Le Premier Livre"; The New Chardenal

Reading — Books such as the following are read: Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Légendes".

#### FRENCH II

Grammar and Composition — Siepman, "Primary French Course", Second Part

Reading — Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mére Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d' Arc".

#### FRENCH III

Grammar — Fraser and Squair, "French Grammar", Part II

Composition — Bouvet, "French Syntax and Composition"

Reading — Such books as the following are read: Loti, "Pêcheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames".

#### FRENCH IV

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a textbook, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers are presented in that language.

All text-books are subject to change.

#### GERMAN

5 periods a week

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

#### GERMAN I

Grammar and Composition—Collar, "First Year German"

Reading—Books such as the following are read: Guerber, "Märchen und Erzählungen"; Foster, "Geschichten und Märchen"; Bacon, "Im Vaterland"; Müller, "Glück Auf"; Spyri, "Rosenresli"; Stern, "Geschichten vom Rhein".

Poetry — Wenckebach, "Schönsten Deutschen Lieder"

#### GERMAN II

Grammar — Joynes-Meissner, "German Grammar". Review of the grammar and syntax.

Composition - Pope, "Writing and Speaking German"

Reading — Books such as the following are read: Jensen, "Die braune Erica"; Storm, "Immensee"; Schiller, "Der Neffe als Onkel"; Gerstäcker, "Germelshausen"; Baum-

bach, "Das Habichtsfraülein"; Zschokke, "Der zerbrochene Krug"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise", "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Riehl, "Fluch der Schönheit", "Burg Neideck".

Poetry — Wenckebach, "Schönsten Deutschen Lieder"

#### GERMAN III

Grammar — Joynes-Meissner, "German Grammar"

Composition - Pope, "Writing and Speaking German"

Reading — Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; Scheffel, "Trompeter von Säkkingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim"; Arnold Werner-Spanhoofd, "Aus vergangener Zeit"; Lechner, "German Passages for Practice of Unseen Translation".

Poetry — Wenckebach, "Schönsten Deutschen Lieder"

#### GERMAN IV

More detailed study of the History of German Literature. Study and analysis of representative dramas and novels of Modern German Literature.

Independent translations, and writing of German themes upon assigned subjects.

Texts — Stroebe-Whitney, "Geshichte der deutschen Literature"; Whitney-Stroebe, "Easy German Composition" and "Advanced German Composition".

The text-books in all classes are subject to change.

#### SPANISH

To meet the increasing demand for instruction in Spanish, a class in that language was formed in September, 1916. It is hoped that this department may be continued and developed.

HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides

eight hundred lantern slides.

HISTORY I. 4 periods a week

English History

Cheyney, "Short History of England"

HISTORY II. 4 periods a week

Ancient History

Webster, "Ancient History" Meets college entrance requirements.

HISTORY III. 4 periods a week

American History and Civics. Muzzey, "American History"; Guitteau, "Preparing for Citizenship". Meets college entrance requirements.

HISTORY IV. 4 periods a week

2 periods a week—History of the 18th and 19th Centuries Robinson and Beard, "Outlines of European History, Part II"

2 periods a week—History of Fine Arts

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

CURRENT EVENTS—2 periods a week

News of the day studied with reference to its bearing on European and American History.

#### ENGLISH

Systematic work in English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week

Word Study

Grammar — Buehler, "Modern English Grammar"

Composition — Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "Enlarged English Composition"

Literature — Selected readings. In 1916-1917, these included: Scott, "Ivanhoe"; Irving, "The Sketchbook"; Shakespeare, "A Midsummer Night's Dream"; Defoe, "Robinson Crusoe"; Hawthorne, "Twice Told Tales"; American Poetry.

Spelling and Handwriting — 2 periods a week

ENGLISH II. 4 periods a week

Grammar and Rhetoric — Herrick and Damon, "Composition and Rhetoric"

Composition—Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

Literature—Selected readings. In 1916-17, these included: Shakespeare, "The Merchant of Venice" and "Julius Caesar"; Addison, "The Sir Roger de Coverley Papers"; Swift, "Gulliver's Travels"; Scott, "Marmion"

and "The Talisman"; George Eliot, "Silas Marner"; Hughes, "Tom Brown's Schooldays"; Arnold, "Sohrab and Rustum" and "The Forsaken Merman"; selections from Tennyson, "The Idylls of the King".

English III. 3 periods a week

Grammar — Review

Composition — Paragraph-structure, construction of the theme, the essay, versification. Weekly long themes. Reports of current events. Herrick and Damon, "Composition and Rhetoric".

Literature—Selected readings. In 1916-17, these included: Shakespeare, "As You Like It", "Richard II"; Goldsmith, "The Vicar of Wakefield"; Gaskell, "Cranford"; Dickens, "The Tale of Two Cities"; Stevenson, "Treasure Island", "Inland Voyage", "Travels with a Donkey"; "Selected Letters"; "Old English Ballads"; Tennyson, "Shorter Poems".

#### English IV

Literature — 4 periods a week

Historical and critical study of English Literature from the earliest time to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

Composition — 1 period a week. Themes, criticism, versification.

Thorough preparation in English Grammar, tested by an examination, is a pre-requisite for this course.

#### English V

Literature — 3 periods a week

First Semester — A course in general literature, based on the study of representative classics of the world (in translation).

Second Semester — A course in the poetry and prose of the Nineteenth Century.

Composition — 1 period a week. Themes including the writing of a play, criticism, study of the novel, and of contemporary writing.

#### SHAKESPEARE

1 period a week. Study of the development of Shake-speare's art. Six plays.

#### COLLEGE PREPARATORY

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

#### PHILOSOPHY

Psychology is used as a basis for the study of the ethical

and religious development of man's nature.

Calkins, "A First Book in Psychology"; James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism", and Row, "Christian Evidences" are the text-books used in the Senior course.

#### MATHEMATICS

In the Academic course a year of Algebra and a year of Plane Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra is required during the Senior year.

The work in both subjects covers the college entrance

requirements.

Text-books used in 1916-1917: Wentworth and Smith, "Algebra"; Breslich, "Second Year Mathematics"; Wentworth and Smith, "Plane Geometry".

#### SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY. 8 periods a week including laboratory work

A study of the more important elements and their compounds, with emphasis upon the practical application of the science of every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements.

Physics. 8 periods a week including laboratory work

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantatitive in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

Astronomy. 4 periods a week, first semester

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

Geology. 4 periods a week, second semester. Field work

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

BIOLOGY. 4 periods a week

First Semester - A general introduction to animal mor-

phology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of types illustrative of the main subdivisions.

Second Semester — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf, and flower.

Throughout the entire course emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

#### HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

HOUSEHOLD ECONOMICS I. 4 periods a week

Senior or Senior Middle year

Household Management—1 period a week. Housewifery, marketing.

Dietetics — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

Laboratory — 2 periods a week. Cookery, food experiments

HOUSEHOLD ECONOMICS II. 4 periods a week

Senior year

Household Management — 1 period a week. Division of income. Personal and household accounts. Housebuilding—location, sanitation.

Study of Textiles — 1 period a week. Production, cost, use, care.

Laboratory — 2 periods a week. Needlework

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

The work in Household Economics is planned by Mrs. Stannard of the Garland School of Homemaking in Boston, and is conducted by teachers from that school. General lectures on the Home are given by Mrs. Stannard and members of her staff.

#### FIRST AID

In the spring of 1917, classes were instructed in "First Aid" in Emergencies, by the Resident Nurse.

#### BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 2 periods a week

Old Testament Heroes, first semester

The Life of Christ, second semester

BIBLE II. 1 period a week

The Literature and History of the Old Testament

BIBLE III. 1 period a week

The Teachings of Jesus

BIBLE IV. 1 period a week

The founding of the Church: the teachings of St. Paul

#### MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in vocal culture; and in harmony, musical theory



THE ANTOINETTE HALL TAYLOR INFIRMARY



and history. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work pupils should meet their instructors twice a week.

#### PIANO

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Bach, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Liszt, Brahms, Rheinberger, Saint-Saens, Grieg, MacDowell, Debussy.

#### ORGAN

Students having adequate piano technique may study the organ, opportunity for which is afforded by the twomanual electric organ in Davis Hall. Compositions by Bach, Rheinberger, Guilmant, Widor and other distinctive organ composers are studied. Attention is also given to the requirements of the Church Service.

#### VIOLIN AND VIOLONCELLO

The violin and violoncello work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

A string quartette offers opportunity for ensemble work.

VOCAL

The vocal department gives instruction in correct breathing and tone-placing and carefully develops the voice. Special attention is paid to voice quality and flexibility, and to diction, phrasing and interpretation. Italian, English, French and German songs are given, and, to advanced pupils, selections from Opera. Vocalizes by Marchesi.

HARMONY AND HISTORY OF MUSIC. 2 periods a week

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course covers two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

#### GENERAL MUSICAL ADVANTAGES

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

The Sunday evening service is frequently held in Davis Hall, with special choral music, accompanied by the organ. The service is followed by a short recital by the organist.

Recitals by the pupils accustom them to public performance.

A series of three recitals by distinguished artists is given each year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston.

#### DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of perspective, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons in advanced drawing and painting from casts, groups, costume-model, and landscape are offered for those having a good foundation in first principles.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Gallery belonging to the school, is a large collection of paintings, which together with special exhibitions of the work of modern painters held in the gallery furnish good examples of art for study. Visits are made to the Museum of Fine Arts, Boston, and to other collections of artistic value.

#### READING AND SPEAKING

This work is planned to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight intelligently and expressively.

It includes careful attention to correct breathing and tone-placing; drill in articulation and in tone production; and analysis of selected prose and poetry in order to express the thought truly.

Plays are given each year by the Senior and Senior Middle classes. Among plays recently given are: "She Stoops to Conquer", "A Scrap of Paper", and "The Cricket on the Hearth" by the Senior classes; "King René's

Daughter", "The Violin-maker of Cremona", "The Maker of Dreams" and "Miss Civilization" by the Senior Middlers.

#### PHYSICAL EDUCATION

The object of the work is to promote health, and to develop vigorous, graceful women. Special care is taken to secure good breathing and to correct faulty posture. Measurements are taken at the beginning of the year and again at the end.

During the winter and spring, classes in gymnastics or rhythmic expression meet twice a week. The work is varied

by indoor games.

In the fall and spring as much time as possible is given to out-of-door exercise. A tennis tournament and contests in basketball and field hockey are held. Archery has recently been introduced. An excellent opportunity for horseback riding under the supervision of an experienced riding-master is offered by the Andover Riding Academy. Skating, coasting, snowshoeing and skiing are favorite winter sports. After the mid-year examinations, the Senior class is taken by the Principal for a few days of winter-sports, to Intervale, N. H., in the White Mountains.

#### LECTURES

Lectures and addresses are given during the year by some of the most distinguished speakers and preachers of the country. These are partially provided for from the income of the Alumnae Lecture Fund.

#### EXPENSES

Board and Tuition .					\$700.00
Tuition for Day Scholars					175.00
Piano and Organ:					
Two lessons a week					100.00
One lesson a week					75.00
Use of piano, one perio	od da	aily			15.00
Use of organ and electr	ric b	lower, o	one p	eriod	
daily					30.00
•					

#### Vocal Music:

Two lessons a week					\$120.00
One lesson a week					75.00
Violin: one lesson a week					90.00
Drawing and Painting:	special	les	sons,	two	
periods a week .				•	90.00
Physical Examination .					1.00
Laboratory Fees:					
Physics, Chemistry, ea	ach				5.00
Botany, Zoology, each	ı .				2.00
Cooking, and Sewing,		ing	to cost	of	
materials used		Ü			
Pew Rent					3.00
Laundry (unstarched), per	dozen			•	.40

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; three hundred and seventy-five dollars (\$375) in September, at the time of entrance; and three hundred dollars (\$300) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the Principal for the personal allowance of each student for spending-money. (See page 13.) This deposit must be renewed when exhausted.

#### SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand Dollars (\$60,000).

The income of these funds is administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship .			\$ 1000
The Brewster Scholarship			1000
The French Scholarship		•	1000
The New Hampshire Scholarship			1000
The Draper Scholarship			1000
The Minnie E. Lewis Scholarship			1000
The Abby W. Boyd Scholarship			1000
The Rice Scholarship			1000
The Rufus S. Frost Scholarship			1000
The Nancy J. Haseltine Scholarship .			2000
The Mary A. Richards Scholarship .			400
The Faith Scholarship			700
The Phebe Fuller McKeen Scholarship			3000
The Andover or Coburn Scholarship .			2000
The John Cornell Scholarship			3000
The Frieda Gerlach Billings Scholarship			7500
The Timothy Augustus Holt Scholarship			26000
The Raymond Scholarship			5000
The Charlotte Cornell Scholarship			4000
The Charlotte Ward Briant Scholarship			1000
The Stephen M. Knevals Scholarship			3000
ENDOLLMENT OF CT	HDF	NI C	C
ENROLLMENT OF ST	UDE	NI	5
Boarding Students			105
Day Students			46

Total

151

#### DISTRIBUTION BY STATES

Massachusetts, eighty-three; New York, nineteen; Connecticut, nine; Ohio, seven; New Hampshire, six; Pennsylvania, five; Maine, four; Vermont, three; New Jersey, two; Wisconsin, two; China, two; Illinois, Indiana, Iowa, Michigan, Rhode Island, Virginia, West Virginia, Wyoming, and Greece, each one.

#### THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

#### ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former members and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

#### ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to Miss Agnes Park, Treasurer of the Association.

#### GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.

#### HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# ABBOT ACADEMY CATALOGUE OF STUDENTS 1916-1917

#### STUDENTS, 1916-1917

#### GRADUATE STUDENTS

Charlotte Jane Fleming Ruth Lindsay Des Moines, Iowa Andover

#### ACADEMIC SENIOR CLASS

Lucy Rogers Atwood Elizabeth Harlow Bacon Miriam Manning Bacon Harriet Hilton Balfe Dorothy Louise Baxter Bernice Patterson Boutwell Mary Church Esther Kinney Davis Marguerite Dunaway Doris Elizabeth Emery Frances Kent Gere Mildred Ada Gilmore Gertrude Goss Esther Wanzer Hungerford Ruth Jackson Alice Taylor Littlefield Cornelia Chapell Newcomb Cornelia Bancroft Sargent Dorothy Coffin Small Hilda Belle Temple Mary Elizabeth Wuichet Mary Catharine Yeakle

Bangor, Maine Albany, New York Newton Newburgh, New York Mansfield, Ohio Lowell Cambridge Bridgeport, Connecticut Virginia, Illinois Newport, Vermont Syracuse, New York Wellesley Hills Melrose New Milford, Connecticut Malden Peabody New London, Connecticut Lawrence Nantucket Andover Dayton, Ohio Norristown, Pennsylvania

#### COLLEGE PREPARATORY SENIOR CLASS

Carita Bigelow
Janet Wilson Davis
Elizabeth Waterman Graves
Sarah Waters Humason
Edith Agnes Marsden
Harriet Josephine Murdock
Dorothy Newton
Rachel Langevin Olmstead
Marjorie Blackstone Smithwick
Antoinette Creighton Stone

Andover
Altoona, Pennsylvania
New London, Connecticut
New Britain, Connecticut
Lawrence
Meriden, Connecticut
Andover
West Brookfield
Lexington
Ilion, New York

#### ACADEMIC SENIOR MIDDLE CLASS

Marian Hallett Allen Irene Atwood Louise Jackson Bacon Mary Osgood Bartlett Mary Cummins Baxter Gwendolen Brooks Nantucket
Winchester
Newton
Andover
Mansfield, Ohio
Andover

Dorothy Bushnell

Frances Marguerite Cartland

Dorothea Clark

Ruth Farrington Clark

Gladys Louise Cole

Helen Frances Cutting

Mary Freethy Davis Carolyn Elizabeth Doolin

Ruth Hathaway Eaton

Helen Ruth Farrington

Grace Murdock Francis

Clarissa Horton

Marion Fildew Hubbard

Mary Kunkel

Lucy Marytta Lane

Helen Florence Martin Marion Russell McPherson

Margaret Mitchell

Margaret Morris

Katherine Menzies Pinckney

Sarah Bronk Powell Katharine Righter

Helen Agnes Briggs Robertson

Velma Leone Rowell

Irene Solle

Dorothy Mary Stalker

Martha Corwin Swalm

Sarah Katharine Tougas

Eloise Van Arsdale

Margaret Elizabeth Van Voorhis

Virginia Vincent

Natalie Weed

Katherine Tenhart Wiest

Marion Crosby Willson

Andover

Dover, New Hampshire

St. Johnsbury, Vermont

North Andover

Fall River

Brooklyn, New York

North Andover

St. Albans, Vermont

West Roxbury

Peabody Andover

Windsor Locks, Connecticut

Pontiac, Michigan

Harrisburg, Pennsylvania

Westfield

Newport, New Hampshire

Waban

Andover

Germantown, Pennsylvania

Andover

Coeymans, New York

East Orange, New Jersey

Andover

Plymouth

Fond du Lac, Wisconsin

East Boston

Middletown, New York

Dorchester

Buffalo, New York

Zanesville, Ohio Boonton, New Jersey

Newburgh, New York

York, Pennsylvania

Lowell

#### COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Ruth Emily Allen Dorothy Fairfield Helen Wentworth French Elizabeth Blodgett Holmes Avalita Ellis Howe Beatrice Ellen Kenyon Anna Lois Lindsay Thelma Elizabeth Mazey

Kathryn Clara McKown Catherine Remine McReynolds

Julie Pfingst Sherman Catherine Louise Stilwell

Martha Grace Miller

Andover Westfield Andover

Janesville, Wisconsin

Marlboro Lawrence

Amsterdam, New York

Newark, Ohio Newark, Ohio

Parkersburg, West Virginia Hanover, New Hampshire

Winchester

Anderson, Indiana

#### JUNIOR MIDDLE CLASS

Ruth Evelyn Alley Maude Remick Arey Marian Agnes Bartram Helene Bennett Priscilla Clara Brewster Marion Chandler Margaret Fuller Clark Louise Rice Clement Katharine Spelman Coe Kathryn Davis Cooper Dorothy McKeen Cutler Mildred Daniels Helen Aldrich Dole Cora Jeannette Erickson Dorothy Elliott Evans Mildred Harriet Frost Gladys Mildred Glendinning Katherine Gage Hamblet Ruth Carter Hathaway Marcia Eno Higgins Jane Carpenter Holt Muriel Archibald Johnson Doris Knight Helen May Leaycraft Virginia Edwards McCauley Esther Violet Milliken Frances Moses Elizabeth Caldwell Newton Marian Maude Nichols Dorothy Shapleigh Harriet Shongood Julia Elizabeth Sjöström Gertrude Ellen Stark Agatha Rosamond Wade Dorothy May Williams

Lynn Cambridge Lakeville, Connecticut Hyde Park Camden, Maine New Gloucester, Maine North Andover Belfast, Maine Yonkers, New York Nashua, New Hampshire Andover Wellesley Hills Lawrence Brookline Andover Lawrence Lawrence Lawrence North Wilmington South Nyack, New York Andover Andover Worcester South Nyack, New York Canandaigua, New York Lawrence Andover Brookline Hampton, Virginia Andover New York. New York North Andover Ballardvale Andover East Salamanca, New York

#### IUNIOR CLASS

Julia Conant Abbe
Lucile Marguerite Bond
Phyllis Estelle Brown
Mary Rockland Bushnell
Helen Garland Donnell
Margaret French
Catherine Greenough
Elizabeth Gray Kimbark
Geraldine Murray
Edith Ensign Page
Grace Louise Prescott
Louise Robinson
Helen Roblee Vedder

Dublin, New Hampshire
Roxbury
Lowell
Andover
Andover
Andover
Lander, Wyoming
Canton, Ohio
New York, New York
Andover
West Rindge, New Hampshire
Lakeville, Connecticut
Schoharie, New York

#### FIRST YEAR CLASS

Sally Bartlett
Grace Adeline Cowan
Lidwine Genevieve Curran
Lois Maud Gaudreaux
Muriel Moxley
Mary Peirce
Mary Lawrence Shipman
Emily Rowley Thompson
Ada Elizabeth Upham
Helen Bancroft Walker
Mary Frances Watson

Katherine Chen Sophia Chrysakis Tsing Lien Li

Elizabeth Weld

Katherine Weld

Andover Holyoke Andover

Yonkers, New York North Andover Andover

Andover Andover Andover

Providence, Rhode Island

Andover Andover Rock Rock

SPECIAL

Pekin, China Athens, Greece Hong Kong, China

#### MUSIC STUDENTS

#### PIANO

Julia Conant Abbe
Marian Agnes Bartram
Priscilla Clara Brewster
Katherine Chen
Dorothea Clark
Louise Rice Clement
Katharine Spelman Coe
Marguerite Dunaway
Ruth Hathaway Eaton
Cora Jeannette Erickson
Helen Ruth Farrington
Lois Maud Gaudreaux

Irene Atwood Esther Kinney Davis Charlotte Jane Fleming Margaret French Marion Fildew Hubbard Helen Florence Martin

Priscilla Clara Brewster

Irene Solle

Elizabeth Waterman Graves Marion Fildew Hubbard Mary Kunkel Helen Florence Martin Frances Moses Geraldine Murray Cornelia Chapell Newcomb Mary Lawrence Shipman Antoinette Creighton Stone Ada Elizabeth Upham Natalie Weed Elizabeth Weld

VOICE

Virginia Edwards McCauley Esther Violet Milliken Harriet Shongood Marjorie Blackstone Smithwick Irene Solle Dorothy May Williams

Marion Crosby Willson

ORGAN

VIOLIN

Elizabeth Blodgett Holmes

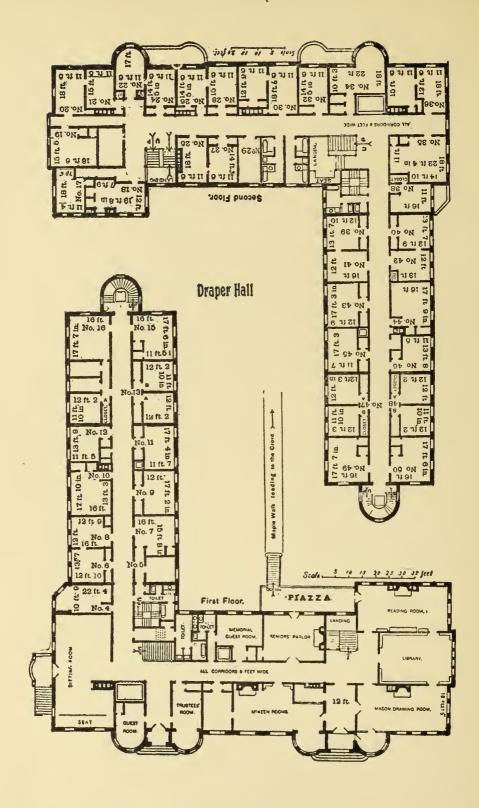
Sarah Katherine Tougas

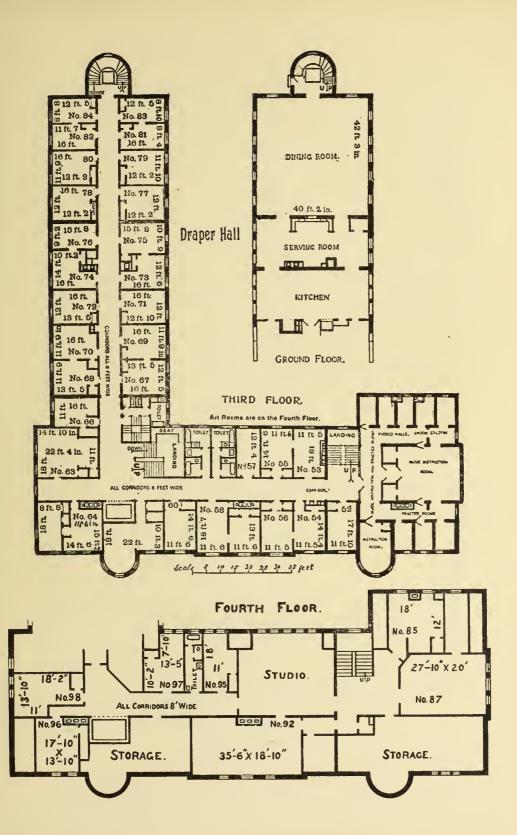
VIOLONCELLO
Martha Grace Miller
MUSICAL THEORY

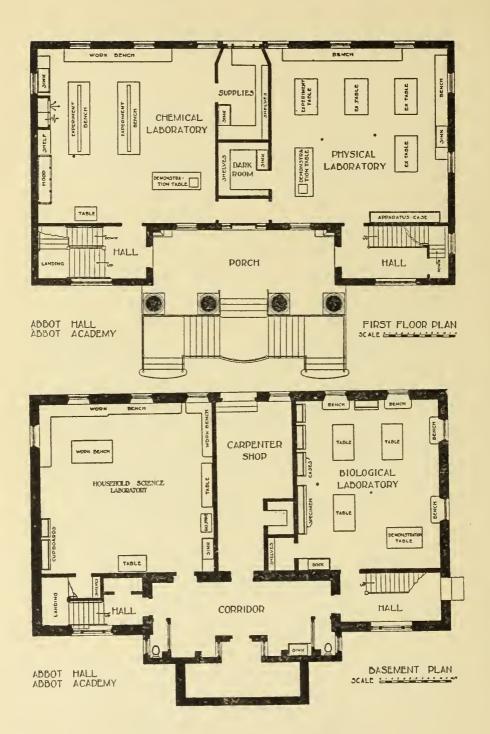
Marian Agnes Bartram

Marguerite Dunaway

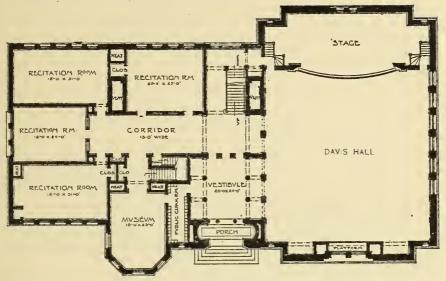
Elizabeth Blodgett Holmes





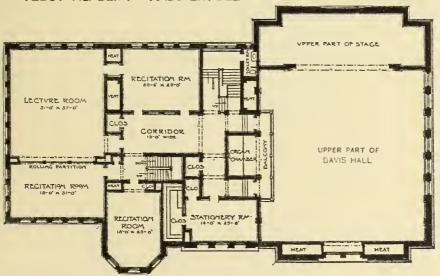


### MCKEEN MEMORIAL .ABBOT ACADEMY ANDOVER MASS.

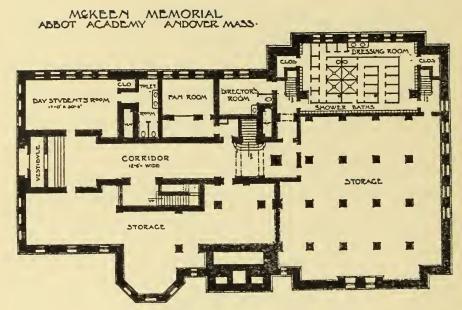


- PLAM OF FIRST FLOOR -

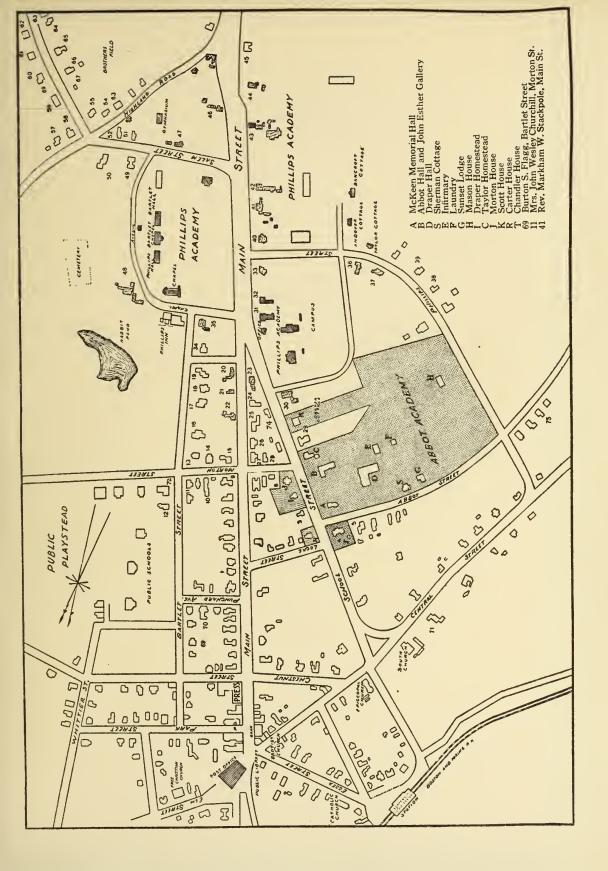
### MCKEEM MEMORIAL ABBOT ACCIDEMY ANDOVER MASS.



~ PLAM OF SECOND FLOOR~



-PLAM OF BASEMENT-





#### WORK OF HIGH SCHOOL GRADE

HISTORY: Ancient	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	MATHEMATICS: Algebra	TEXT BOOK AND AMOUNT COMPLETED	Total No. Da Recita- tions	ate of Rank	FRENCH: Grammar	TEXT BOOK AND AMOUNT COMPLETED	Total No. Recita- tions	of Rank
English			Geometry				Authors read			
Mediaeval Modern			LATIN: Grammar and Reader				Authors read			
American SCIENCE:			Caesar				GERMAN: Grammar	-		
Zoology			Vergil							
Botany			Cicero				Authors read			
Geology			Advanced Latin							
Physics			Prose Composition				ENGLISH:			
Laboratory work			GREEK: Grammar and Reader							
Chemistry					1					
Laboratory work			Anabasis							
Physiology			Homer							
Physical Geography			Prose Composition				Please state average rec	uired for passing.		

#### Application Form

Full name of applicant

Date of application

# Application for Admission to Abbot Academy Andover, Mass.

Application is hereby made for the admission of my
, (name)
as a day boarding student at Abbot Academy, for the school year
beginning September , 19 . Enclosed is my check for
\$25.00 for reservation of place, to be credited on the bill
for tuition. I have carefully read and accept the terms and
conditions specified in the Abbot Academy Catalogue for the
year 1917. I promise that myshall conform to
the regulations of the Academy, and that she shall be punctual
in attendance at the stated beginning of each term.

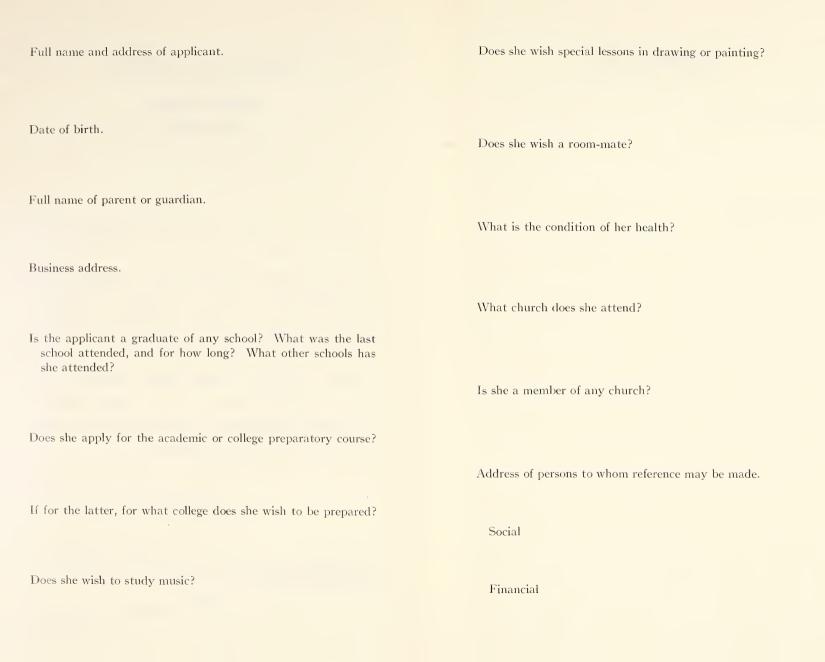
This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

MISS BERTHA BAILEY,

Signature of Parent or Guardian.

Principal.



#### Application Form

Full name of applicant

Date of application

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19
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in attendance at the stated beginning of each term.

This application should be accompanied by testimonials as to character and scholarship from the applicant's last teacher, and from the pastor or some other responsible person.

Return to

Miss Bertha Bailey,

Signature of Parent or Guardian.

Principal.





# ABBOT ACADEMY

ANDOVER, MASS.

1918-1919



# ABBOT ACADEMY ANDOVER, MASSACHUSETTS

## CIRCULAR OF INFORMATION

FOR

1918-1919

ANDOVER 1918



## CALENDAR

## 1918-1919

1918

June 11, Tuesday

School year ends

Summer Vacation

September 18, Boarding Students register before 7 P.M.

September 19, Thursday, 9 A.M.

November 28, Thursday

December 19, Thursday, 12 M.

Fall term begins Thanksgiving Day Fall term ends

Christmas Vacation

1919

January 8, Boarding Students register before 6 P.M.

January 9, Thursday, 9 A.M.

February 1, Saturday February 3, Monday

March 20, Thursday, 12 M.

Winter term begins First semester ends Second semester begins Winter term ends

Spring Vacation

April 2, Boarding Students register before 6 P.M.

April 3, Thursday, 9 A.M.

June 10, Tuesday

Spring term begins School year ends

## TRUSTEES

The REV. ALBERT PARKER FITCH, D.D.

George F. Smith, A.B.

President

Burton S. Flagg, A.B., Treasurer

The Rev. Charles Henry Oliphant
Temporary Clerk

The Hon. Marcus Morton, A.B.

Boston

Mrs. John Wesley Churchill

Andover

The Rev. Markham W. Stackpole, A.B. Andover

George G. Davis

North Andover

The Rev. Charles H. Cutler, D.D. Waban

Mrs. Grace Carleton Dryden Newark, N. J.

Miss Bertha Bailey, Sc.B. Andover

Amherst

Andover

## FACULTY

BERTHA BAILEY, Sc.B., Principal
Psychology, Ethics, Christian Evidences
KATHERINE ROXANNA KELSEY, Assistant Principal
Mathematics
NELLIE MARIA MASON
Physics, Chemistry

NELLIE MARIA MASON Physics, Chemistry REBEKAH MUNROE CHICKERING, A.B. History, English MARTHA MELISSA HOWEY, Litt.B. Literature, History of Art MARY ETHEL BANCROFT, A.B. English HEDWIG DOROTHEA CRAMER German LAURA KESIAH PETTINGELL, A.M. Latin, Greek, Ancient History MARIAN HOSMER KING, A.B. History, Biology, Botany Mathematics, Astronomy, Geology RUTH ELEANOR LANE, A.M. RUTH EVELYN MARCEAU, A.M. Latin DOROTHY PARKHURST French FLORENCE STELLE WRIGHT French OCTAVIA WHITING MATTHEWS, A.B. Spanish, Latin ROBERTA HOLBROOK PICKERING, A.B. Chemistry EDITH CAROLINE BADGER Household Science LOUISE ADAMS WHITING Physical Education EMILY ADAMS, A.B. Rhythmic Expression BERTHA EVERETT MORGAN Vocal Expression

Joseph Nickerson Ashton, A.M.

Choral Music, Pianoforte, Organ, Harmony
EVELYN FRANCES HATHAWAY
Piano
MABEL ADAMS BENNETT
Vocal Music
MARIE NICHOLS
Wiolin
MILDRED GATES
Violin

MARY BLAIKIE Violoncello MARION LOUISE POOKE, A.B. Drawing, Painting

RACHEL AUGUSTA DOWD, A.B. HARRIET BIXBY
MARIAN HOSMER KING, A.B. PHILANA MCLEAN
OCTAVIA WHITING MATTHEWS, A.B. RUTH EVELYN MARCEAU, A.M. EDITH HENRIETTA ALDRED

JANE BRODIE CARPENTER, A.M.

Secretary to the Principal
Supervisor of Day Scholars
Librarian
In charge of Draper Hall
In charge of Sherman Cottage
In charge of Carter House
Resident Nurse
In charge of Infirmary
Keeper of Alumnae Records
Curator of John-Esther Gallery

#### LECTURERS

Mr. HERMANN HAGEDORN, Jr., of The Vigilantes, New York. October 13. Reading of poems.

Mr. CHARLES RANN KENNEDY and Mrs. EDITH WYNNE MATTHISON KENNEDY of New York.

December 5. Reading from "The Rib of the Man."

Mr. WILLIAM WEBSTER ELLSWORTH of New York. January 17. "Forty Years of Publishing".

Mr. JAMES W. ERWIN of San Francisco, California.

March 4. "From the Golden Gate to Puget Sound".

Miss HELEN FRASER of London, England. "Women and the War."

#### CONCERTS

MR. GEORGE COPELAND, Pianist. December 8.

STRING QUARTETTE from Boston Symphony Orchestra. February 9.

MR. ARTHUR HACKETT, Tenor. February 28.

Presentation of the "Drama of Isaiah" by the Peabody House players. April 18, 1917.

## SPEAKERS

Sermon to the graduating class, June 10, 1917, by the Reverend WILLIAM PIERSON MERRILL, D.D., of the Brick Presbyterian Church, New York.

Address to the graduating class, June 12, 1917, by Professor George Herbert Palmer, M.A., Litt.D., LL.D., of Harvard University.

MRS. MARGARET STANNARD

Mr. Henry Oldys

MISS AGNES DONHAM

MISS MABEL HILL

REV. FREDERICK A. WILSON

MRS. RICHARD CABOT

REV. J. EDGAR PARK

REV. RAYMOND CALKINS, D.D.

REV. NEHEMIAH BOYNTON, D.D.

'MISS ELIZABETH CHADBOURNE

REV. ALBERT PARKER FITCH, D.D.

Rev. J. Ross Stevenson, D.D.

Prof. William H. Ryder, D.D.

MISS MARGUERITE SANDERSON

REV. D. BREWER EDDY

REV. CLARK CARTER

PRESIDENT CLARENCE A. BARBOUR, D.D.

MR. ROBERT E. SPEER, D.D.

MAIOR ROBERT N. DAVY

MISS MAY STONE

REV. EDWARD BOYNTON

REV. CHARLES W. HENRY

REV. DUMONT CLARKE

REV. CHARLES R. BROWN, D.D.

MRS. ROBERT E. SPEER

MISS MARY WIGGIN

REV. E. VICTOR BIGELOW

PROF. HENRY HALLAM TWEEDY

MISS MABEL EMERSON

## ABBOT ACADEMY

Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." This purpose has for eighty-nine years controlled the policy of the school.

#### LOCATION

Andover is an attractive New England town which has been for more than a century a centre of educational interests. The climate is healthful, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

## BUILDINGS

Six substantial, modern, brick buildings and two frame cottages house the activities of the school. All these buildings are lighted by electricity and, except the cottages, are heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was

named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-equipped laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains an Art Studio on the fourth floor, Music Studios on the third. a Library, with a Reading-Room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms. fitted with modern plumbing, recently renewed and in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire-escapes extinguishers.

McKeen Memorial Hall, was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains an audience-room of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used as an audience-room, and as a gymnasium. In Davis Hall is an organ, presented to the school by

Mrs. Dorothy Davis Simpson, a granddaughter of Mr. George L. Davis. Below the gymnasium, are shower-baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, a large study hall for day scholars, with a comfortable sitting-room and a dressing-room for their use. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

The John Esther Art Gallery, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

The Antoinette Hall Taylor Infirmary, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honour of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

SHERMAN COTTAGE, a house of residence for ten students, was opened in September, 1915, and CARTER HOUSE, with room for eleven students, was opened in September, 1917. Like the other buildings, these cottages are well heated, and are lighted by electricity. They have newly-installed plumbing, and pleasant, sunny rooms.

THE SCHOOL LAUNDRY, is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also contains ample room for storage.

#### LIBRARY

The Academy Library, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library freely, as well as the reading-room, where they will find the leading magazines and newspapers.

## RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is posi-

tively Christian.

Attendance at morning service on Sunday is required of all students. Parents or guardians who wish pupils to attend Christ Church (Episcopal) must designate that at the time of entrance; others attend the South Congregational Church.

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out-of-town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to the International Institute in Madrid, to the Lawrence City Mission and to other causes. In recent years a delegation has been sent to the Student Conference at Northfield. Conference classes, under student leaders, are held each week, for Bible and mission study, and the discussion of present-day problems. Devotional meetings are held each week.

#### LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

#### EXCURSIONS

Andover is located in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse (Boston City Hospital) is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sleeping-porch, its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

In the matter of simple and appropriate dress, the coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. Each girl should have two serge "Peter Thomson" suits

(color not specified) for school wear, and similar suits in white serge or washable material for dinner and evening. Plainly made washable gowns may be worn for school during warm weather. Simple cotton gowns of white or light colors, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Each girl should have one white dress. Expensive jewelry is in-

appropriate and should not be furnished.

For school and street wear, necks of gowns must not be lower than the throat. Middy blouses are used for gymnasium and sports only. A tailored suit is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. A sweater of moderate weight is useful for sports. Proper walking shoes with broad, low heels, must be supplied for ordinary wear, and low shoes may not be worn during cold weather. Rubbers, an umbrella and a waterproof coat are indispensable. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted if one pair is broken.

It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the Principal.

## STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, a small writing-table, two straight chairs, a rattan couch and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk or writing table and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

12

Bureau, washstand and table should have simple covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing-dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held re-

sponsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

#### SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

#### PHYSICAL EXAMINATION

A physical examination is made by a woman physician employed by the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar.

## REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, and teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for registration, except by some special arrangement.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged by the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the Principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

#### SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to enlist the intelligent cooperation of the students in the conduct of the school. A close and friendly relationship between teachers and students aids in securing this end. The student body constitutes a Student Council. directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Student Council has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student proves untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, it would be considered best that her connection with the school should be broken, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

## THE PHILLIPS INN

The Phillips Inn, Mr. John Stewart, proprietor, offers comfortable accommodations for visitors to Andover. As its capacity is limited, rooms should be secured in advance for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

## COURSES OF STUDY

## ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to High School. The regular course requires five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the Principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from accredited schools and must accept our requirements for college work.

## APPLICATION

The application and credential blanks in the back of the circular should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.

#### ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course demands two semesters' work. The fourteen full courses must include the following: Language, four, including Latin I and II or Greek I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one; English Literature, one; General Literature, one.

A candidate for graduation may not have a yearly average below C in more than two courses during the Senior Middle or Senior years.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

## COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal women's colleges.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in all the subjects required for college entrance, or to recommend for examination in all the subjects required for college entrance. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done here, nor for less than one year's work in the school. In exceptional cases, by special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

Attention is called to the recent decision of Vassar, Wellesley, Smith and Mt. Holyoke colleges, that beginning September 1919, they will put into effect a new method of admission which will do away with the method of admission by certificate.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in physical education.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

## STUDY PROGRAM

#### FIRST YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)*	Chorus Singing	(1)
Latin I	(5)	Gymnastics and Dancing	(2)
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting	(2)
Reading and Speaking	(2)		
Art	(2)		

#### JUNIOR YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

English II	(4)	Reading and Speaking	(1)
Latin II	(4)	Art	(1)
Geometry	(4)	Gymnastics and Dancing	(2)
French or German	(5)	Bible I	(1)
or			
History I	(4)		

#### JUNIOR MIDDLE YEAR

Academic		College Preparatory	
Required Courses			
English III	(3)	English III	(3)
French or German	(5)	Latin III	(4)
Gymnastics and Dancing	(2)	French, German or Greek	(5)
Chorus Singing	(1)	History I or II	(4)
Bible II	(1)	Algebra	(2  or  3)
Art or Reading and Speaking	(1)	Gymnastics and Dancing	(2)
		Chorus Singing	(1)
		Bible II	(1)
		Art or Reading and Speaking	(1)
Flective Courses			

Greek	(5)
Latin	(5)
French	(5)
German	(5)
History I, II	(4)
Biology	(4)

<sup>\*</sup>The numbers in parentheses indicate the number of appointments per week in each subject.

## SENIOR MIDDLE YEAR

Academic		College Preparator	RY
Required Courses		Required Courses	
English IV	(1)	College English I	(3)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(8)	French, German or Greek	(5)
Gymnastics and Dancing Bible III	(2)	Algebra	(3 or 2)
	(1)	Gymnastics and Dancing	(2)
Art of Reading and Speaking History I, II or III	(1) (4)	Bible III	(1)
Elective Courses		Elective Courses	
Greek	(5)		
Latin	(5)		
German	(5)	French, German or Greek	(5)
French	(5)	21011011, 2011111111 01 21001	
History, I, II, III	(4)	Physics or Chemistry	(8)
Astronomy, 1st Semester	(4)	History I, II, III	(4)
Geology, 2nd Semester	(4)	• • •	, ,
Household Economics I	(4)		
	SENIOR	R YEAR	
Academic		College Preparator	Y
Required Courses		Required Courses	
English V	(1)	College English II	(3)
General Literature	(3)	Latin V	(5)
History IV	(4)	French or German	(5)
Philosophy	(4)	Mathematics review	(4)
Gymnastics and Dancing	(2)	Gymnastics and Dancing	(2)
Bible IV	(1)	Bible IV	(1)
Elective Courses		Elective Courses	
Shakespeare	(1)	German or French	(5)
Household Economics I or II	(4)	Physics or Chemistry	(8)
German or French	(3)	History	(4)
History I, II, or III	(4)		
Current Events	(2)		
Science	(4)		
Reading and Speaking	(1)		
Art	(1)		

## DEPARTMENTS

The courses of study are described as offered during the year 1917-1918. They are subject to change.

#### LATIN

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

## FOUR YEARS COURSE

LATIN I. 5 periods a week. Smith, "Latin Lessons".

LATIN II A. 5 periods a week.

Caesar, 4 books or equivalent. Johnston-Sanford, "Gallic War".

Greenough, D'Ooge and Daniel, "Second Year Latin".

Composition — Baker and Inglis, "Latin Composition,
Part I".

LATIN IV. 5 periods a week.

Cicero — D'Ooge, "Select Orations".

Composition — Baker and Inglis, "Latin Composition, Part II".

LATIN V. 5 periods a week.

Vergil — Fairclough-Brown, "Aeneid", 5 books.

Ovid — Gleason, "A Term of Ovid".

Composition — Baker and Inglis, "Latin Composition, Part III".

## FIVE YEARS COURSE

LATIN I. 5 periods a week.

Smith, "Latin Lessons".

LATIN II B. 4 periods a week.

Review of forms.

Reading — Nutting, "First Latin Reader".

Ceasar — Potter, "New Method for Caesar".

Composition — Tyng, "Latin Prose Exercises".

LATIN III. 4 periods a week.

Caesar — Johnston and Sanford, "Gallic War", selections.

Nepos — Roberts, "Nepos".

Composition — Baker and Inglis, "Latin Composition, Part I".

LATIN IV. 5 periods a week. As above.

LATIN V. 5 periods a week. As above.

#### GREEK

5 periods a week.

GREEK 1.

Benner and Smyth, "Beginners' Greek Book".

GREEK II.

Goodwin and White, "Anabasis", Books I, II, III.

Sight translation in Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

#### FRENCH

5 periods a week.

French is the language of the class-room in so far as is practical. Opportunity is given for French conversation in the dining-room.

#### FRENCH I.

Grammar and Composition — Meras, "Le Premier Livre"; The New Chardenal.

Reading — Books such as the following are read: Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Légendes".

#### FRENCH II.

Grammar and Composition — Siepman, "Primary French Course", Second Part.

Reading — Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mére Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d'Arc".

## FRENCH III.

Grammar — Fraser and Squair, "French Grammar", Part II.

Composition — Bouvet, "French Syntax and Composition".

Reading — Such books as the following are read: Loti, "Pêcheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames".

#### FRENCH IV

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a textbook, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers are presented in that language.

All text-books are subject to change.

#### GERMAN

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

## GERMAN I.

Grammar and Composition—Collar, "First Year German".

Reading — Books such as the following are read: Guerber,
"Märchen und Erzählungen"; Foster, "Geschichten und
Märchen"; Müller, "Glück Auf"; Spyri, "Rosenresli";
Stern, "Geschichten vom Rhein".

Poetry — Wenckebach, "Schönsten Deutschen Lieder". German II.

Grammar — Joynes-Meissner, "German Grammar". Review of the grammar and syntax.

Composition — Pope, "Writing and Speaking German".

Reading — Books such as the following are read: Jensen,
"Die braune Erica"; Storm, "Immensee"; Schiller, "Der
Neffe als Onkel"; Gerstäcker, "Germelshausen"; Baum-

bach, "Das Habichtsfraülein"; Zschokke, "Der zerbrochene Krug"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise", "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Riehl, "Fluch der Schönheit", "Burg Neideck".

Poetry — Wenckebach, "Schönsten Deutschen Lieder". German III.

Grammar — Joynes-Meissner, "German Grammar".

Composition — Pope, "Writing and Speaking German".

Reading — Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; Scheffel, "Trompeter von Säkkingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim"; Arnold Werner-Spanhoofd, "Aus vergangener Zeit"; Lechner, "German Passages for Practice of Unseen Translation".

Poetry — Wenckebach", "Schönsten Deutschen Lieder".

## GERMAN IV

More detailed study of the History of German Literature. Study and analysis of representative dramas and novels of Modern German Literature.

Independent translations, and writing of German themes upon assigned subjects.

Texts — Stroebe-Whitney, "Geshichte der deutschen Literature"; Whitney-Stroebe, "Easy German Composition" and "Advanced German Composition".

The text-books in all classes are subject to change.

#### SPANISH

5 periods a week.

Spanish is used in conducting recitations and further opportunity for conversation is offered at the Spanish table in the dining-room.

There is practice in taking dictation.

A limited number of Spanish proverbs, poems and songs are memorized.

#### SPANISH I.

Grammar and Composition — Hills and Ford, "First Spanish Course".

Reading, with composition and conversation based upon the text. Books such as the following are read: Fuentes y François, "A Trip to Latin America"; Valera, "El Pájaro Verde"; Carrión y Aza, "Zaragüeta".

#### SPANISH II.

Grammar and Composition — Review, Hills and Ford, "First Spanish Course". Waxman, exercises in Spanish composition; "A Trip to South America".

Reading — Books such as the following are read: Dorado, "España Pintoresca"; Altamirano, "La Naridad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela".

## SPANISH III.

Composition —

Reading — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Echegaray, "El Gran Galeoto"; Cervantes, "Don Quixote" selections.

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History.

Cheyney, "Short History of England".

HISTORY II. 4 periods a week.

Ancient History. Webster, "Ancient History". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Muzzey, "American History"; Guitteau, "Preparing for Citizenship". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

2 periods a week — History of the 18th and 19th Centuries. Robinson and Beard, "Outlines of European History, Part II".

2 periods a week — History of Fine Arts.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

Current Events — 2 periods a week.

News of the day studied with reference to its bearing on European and American History.

## ENGLISH

Systematic work in English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

English I. 4 periods a week.

Word Study.

Grammar — Buehler, "Modern English Grammar".

Composition — Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "Enlarged English Composition".

Literature — Selected readings. In 1916-1917, these included Scott, "Ivanhoe"; Irving, "The Sketchbook"; Shakespeare, "A Midsummer Night's Dream"; Defoe, "Robinson Crusoe"; Hawthorne, "Twice Told Tales"; American Poetry.

Spelling and Handwriting — 2 periods a week.

ENGLISH II. 4 periods a week.

Grammar and Rhetoric — Herrick and Damon, "Composition and Rhetoric".

Composition—Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

Literature — Selected readings. In 1916-17, these included: Shakespeare, "The Merchant of Venice" and "Julius Caesar"; Addison, "The Sir Roger de Coverley Papers"; Swift, "Gulliver's Travels"; Scott, "Marmion" and "The Talisman"; George Eliot, "Silas Marner"; Hughes, "Tom Brown's Schooldays"; Arnold, "Sohrab and Rustum" and "The Forsaken Merman"; selections from Tennyson, "The Idylls of the King".

ENGLISH III. 3 periods a week.

Grammar — Review.

Composition — Paragraph-structure, construction of the theme, the essay, versification. Weekly long themes. Reports of current events. Herrick and Damon, "Composition and Rhetoric".

Literature—Selected readings. In 1916-17, these included: Shakespeare, "As You Like It", "Richard II"; Goldsmith, "The Vicar of Wakefield"; Gaskell, "Cranford"; Dickens, "The Tale of Two Cities"; Stevenson, "Treasure Island", "Inland Voyage", "Travels with a Donkey"; "Selected Letters"; "Old English Ballads"; Tennyson, "Shorter Poems".

#### ENGLISH IV.

Literature — 4 periods a week.

Historical and critical study of English Literature from the earliest time to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

Composition — 1 period a week. Themes, criticism, versification.

Thorough preparation in English Grammar, tested by an examination, is a pre-requisite for this course.

#### ENGLISH V.

Literature — 3 periods a week.

First Semester — A course in general literature, based on the study of representative classics of the world (in translation).

Second Semester — A course in the poetry and prose of the Nineteenth Century.

Composition — 1 period a week. Themes including the writing of a play, criticism, study of the novel, and of contemporary writing.

#### SHAKESPEARE.

1 period a week. Study of the development of Shake-speare's art. Six plays.

## College Preparatory.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

## PHILOSOPHY

Psychology is used as a basis for the study of the ethical

and religious development of man's nature.

Calkins' "A First Book in Psychology"; James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism"; and Row, "Christian Evidences" are the text-books used.

#### MATHEMATICS

In the Academic course a year of Algebra and a year of

Plane Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra is required during the Senior year.

The work in both subjects covers the college entrance

requirements.

Text-books used in 1917-1918: Wentworth and Smith, "Algebra"; Breslich, "Second Year Mathematics"; Wentworth and Smith, "Plane Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY. 8 periods a week including laboratory work.

A study of the more important elements and their compounds, with emphasis upon the practical application of the science of every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the

supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements.

Physics. 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

Geology. 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

BIOLOGY. 4 periods a week.

First Semester — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of types illustrative of the main subdivisions.

Second Semester — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

## HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

HOUSEHOLD ECONOMICS I. 4 periods a week.

Senior or Senior Middle year.

Household Management — 1 period a week. Housewifery, marketing.

Dietetics — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

Laboratory — 2 periods a week. Cookery, food experiments.

Household Economics II. 4 periods a week.

Senior year.

Household Management — 1 period a week. Division of income. Personal and household accounts. Housebuilding — location, sanitation.

*Emergency Food-work* — 1 period a week, first semester.

Study of Textiles — Production, cost, use, care. 1 period a week, second semester.

Laboratory — 2 periods a week. War Cookery, First Semester. Needlework, Red Cross Work, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

The work in Household Economics is planned by Mrs. Stannard of the Garland School of Homemaking in Boston, and is conducted by teachers from that school. General lectures on the Home are given by Mrs. Stannard and members of her staff.

#### BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

Old Testament Heroes, first semester.

The Life of Christ, second semester.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The founding of the Church: the teachings of St. Paul.

## MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

#### PIANO

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Bach, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Haydn, Mozart, Beethoven Schubert, Schumann, Mendelssohn, Chopin, Liszt, Brahms, Rheinberger, Saint Saens, Grieg, MacDowell, Debussy.

#### ORGAN

Students having adequate piano technique may study the organ, opportunity for which is afforded by the twomanual electric organ in Davis Hall. Compositions by Bach, Rheinberger, Guilmant, Widor and other distinctive organ composers are studied. Attention is also given to the requirements of the Church Service.

#### VIOLIN AND VIOLONCELLO

The violin and violoncello work follows the same general direction as the work in piano, and without being confined to any rigid method takes the individual and develops her on the basis of previous work.

A string quartette offers opportunity for ensemble work.

#### VOCAL

The vocal department gives instruction in correct breathing and tone-placing and carefully develops the voice. Special attention is paid to voice quality and flexibility, and to diction, phrasing and interpretation. Italian, English, French and German songs are given, and, to advanced pupils, selections from Opera. Vocalizes by Marchesi.

## HARMONY AND HISTORY OF MUSIC. 2 periods a week.

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course covers two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

#### GENERAL MUSICAL ADVANTAGES

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

The Fidelio Society for the more advanced study of choral music and part singing, is composed of twenty-four selected voices. The Fidelio sings at special services during the year and at the public occasions at Commencement time.

The Sunday evening service is frequently held in Davis Hall with special choral music accompanied by the organ. This service is followed by a short recital by the organist.

In addition to the general Choral Class and the Fidelio Society, the School Glee Club enjoys the study of lighter music, and gives much pleasure to the school by occasional recitals, and by singing on the less formal school occasions.

Recitals by the pupils in all departments accustom them to public performance.

A series of recitals by distinguished artists is given each year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston.

#### DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of perspective, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons are offered to all students in the following lines of work:

- I. Drawing, painting, pastel from casts, still-life, costume-model, land-scape. Posters.
  - II. Modelling in clay from casts. Casting.
  - III. Luster (china).
- IV. Design, using the principles of Denman Ross of Harvard.

This class gives the student opportunity to develop any special talent, and to pursue branches not offered in the regular courses. Individual attention is given each student.

Visits are made to the Boston Museum of Fine Arts, to Art Schools, local Art exhibitions and some private studios during the year.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Art Gallery, belonging to the school, is a good collection of paintings, which together with special exhibitions held in the Gallery of the work of modern painters furnish excellent examples for study.

#### READING AND SPEAKING

This work is planned to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight correctly, intelligently and expressively.

It includes careful attention to breathing, tone-placing and diction; drill in tone production; and analysis of selected prose and poetry in order to express the thought

truly.

Plays are given each year by the Senior and Senior Middle classes. Among plays recently given are: "A Scrap of Paper", "The Cricket on the Hearth", and "As You Like It," by the Senior classes; "The Violin-maker of Cremona", "The Maker of Dreams", "Miss Civilization", and "The Twig of Thorn", by the Senior Middlers. Less formal dramatic performances occur frequently throughout the year.

#### PHYSICAL EDUCATION

The object of the work is to develop vigorous women, able gracefully and effectively to express in action their thought and purpose. Emphasis is laid on correct posture and good breathing. Physical measurements are taken at the beginning of each school year, and again at the end of the year.

During the winter and spring, classes in gymnastics and rhythmic expression meet twice a week. Every student must be enrolled in one or the other of these lines of work, unless she is physically incapacitated for it, and she may choose which of the two she prefers.

The work in gymnastics is in charge of a graduate of the Boston School of Physical Education, who is also Director of Athletics and Outdoor sports.

The Rhythmic Expression classes are under the direction of a pupil of Mrs. Florence Fleming Noyes of New York.

Rhythmic Expression is a simple, free, joyous form of exercise which relaxes and refreshes the body and the mind

and at the same time stimulates the higher feelings and aspirations. The adoption of nature moods and movements in the spirit of play, tends to destroy self-consciousness, and thus to clear the way for that natural spontaneity which must result in graceful, convincing expression.

The usual group expression is a masque which takes place at the close of the year's work. This is ordinarily presented out of doors.

In the fall and spring, there is as much out-of-door work as possible. Sports are organized under the Abbot Athletic Association. A tennis tournament and contests in basketball and field hockey are held. Archery has recently been introduced. Skating, coasting, snowshoeing and skiing are favorite winter sports.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Marble shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

#### THE PATRIOTIC LEAGUE

During the fall of 1917, the Abbot Patriotic League was formed, with the object of unifying the patriotic impulses and efforts of the students. The whole school: faculty, students, and many of the domestic staff, enlisted for service. They agreed (1) to organize their lives on lines of personal efficiency; (2) to do whatever they are now engaged in with greater energy and enthusiasm, and to demand of themselves excellence rather than mediocrity; (3) to secure training as they have opportunity in specific lines of service; (4) to endeavor to serve any community of which they are a part; (5) to stand for the sincerity, honour and purity of American womanhood.

Voluntary classes were formed in the Principles of Democracy, in Civic Problems, in First Aid to the Injured, and in Surgical Dressings. Practically the whole student body was

enrolled for Military Drill. This is supervised by Major Robert N. Davy, of the Canadian Expeditionary Force, Military Instructor at Phillips Academy (Andover). The "Abbot Battalion" was formed and is in training under its own officers. Members of the Battalion are required to wear Peter Thomson suits for drill.

The beneficial effect of the Patriotic League is already apparent. A more earnest spirit is evident in the work of the school. The bearing of the small details of life upon the large aim of service is more clear. Economy is encouraged, and all forms of conservation. Thrift and War Saving Stamps, and Liberty Bonds have been very generally purchased, and generous contributions have been made in response to the many appeals for War Relief and other needs.

#### EXPENSES

Tuition for Day Scholars	
	00
	00
Two lessons a week 120.00	,,,
One lesson a week	00
Use of piano, one period daily 15.00	00
Use of organ and electric blower, one period	
daily	00
Vocal Music, per year:	
Two lessons a week 120.00	00
One lesson a week	00
Violin: one lesson a week, per year 90.00	00
Drawing and Painting: special lessons, two	
periods a week, per year 90.00	00
Vocal Expression: private lessons, one lesson a	
week, per year	00
Physical Examination 1.00	00

## Laboratory Fees:

Physics, Chemistry, each	\$5.00
Botany, Zoology, each	2.00
Cooking, and Sewing, according to cost of materials used.	
Pew Rent, per year	3.00
Laundry (unstarched), per dozen	.40

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; three hundred and seventy-five dollars (\$375) in September, at the time of entrance; and three hundred dollars (\$300) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. Bills for these incidental expenses and for laundry will be rendered at the close of each term.

A deposit should be made with the Principal for the personal allowance of each student for spending-money. (See page 13.) This deposit must be renewed when exhausted.

## SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand Dollars (\$60,000).

The income of these funds is administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship .			\$ 1000
The Brewster Scholarship			1000
The French Scholarship			1000
The New Hampshire Scholarship .			1000
The Draper Scholarship			1000
The Minnie E. Lewis Scholarship .			1000
The Abby W. Boyd Scholarship .			1000
The Rice Scholarship			1000
The Rufus S. Frost Scholarship .			1000
The Nancy J. Haseltine Scholarship			2000
The Mary A. Richards Scholarship			400
The Faith Scholarship			700
The Phebe Fuller McKeen Scholarship			3000
The Andover or Coburn Scholarship			2000
The John Cornell Scholarship .			3000
The Frieda Gerlach Billings Scholarship			7500
The Timothy Augustus Holt Scholarship	•	•	26000
The Raymond Scholarship		•	5000
The Charlotte Cornell Scholarship .	•	•	4000
The Charlotte Ward Briant Scholarship	•	•	1000
The Stephen M. Knevals Scholarship	•	•	3000
The Stephen M. Knevais Scholarship	•	•	3000
<del></del>			
ENROLLMENT OF ST	U	DEN	TS
Boarding Students			. 122
Day Students			. 41

Total

# DISTRIBUTION BY STATES

Massachusetts, seventy-seven; New York, nineteen; New Jersey, ten; Maine, ten; New Hampshire, six; Connecticut, six; Ohio, five; Vermont, four; Illinois, four; Wisconsin, three; Pennsylvania, three; Michigan, three; China, three; District of Columbia, Indiana, Kentucky, Minnesota, Missouri, North Carolina, Rhode Island, Virginia, Washington, Wyoming, each one.

## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

#### ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former members and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

# ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to the Treasurer of the Association, Miss Agnes Park, Andover, Mass.

#### GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.

#### HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# STUDENTS, 1917-1918

#### GRADUATE STUDENT

Frances Kent Gere

Syracuse, New York

#### ACADEMIC SENIOR CLASS

Irene Atwood Louise Jackson Bacon Dorothy Bushnell Dorothea Clark Ruth Farrington Clark Mary Freethy Davis Carolyn Elizabeth Doolin Ruth Hathaway Eaton Helen Ruth Farrington Angele Mildred Greenough Clarissa Alden Horton Marion Fildew Hubbard Mary Kunkel Helen Florence Martin Margaret Morris Marion Russell McPherson Katherine Menzies Pinckney Katharine Righter Helen Agnes Briggs Robertson

Velma Leone Rowell

Virginia Vincent Natalie Weed

Dorothy Mary Stalker

Winchester Newton Andover St. Johnsbury, Vermont North Andover North Andover St. Albans, Vermont West Roxbury Peabody Spokane, Washington Windsor Locks, Connecticut Pontiac, Michigan Harrisburg, Pennsylvania Newport, New Hampshire Germantown, Pennsylvania WabanAndover East Orange, New Jersey Andover Plymouth East Boston Boonton, New Jersey Newburgh, New York

#### COLLEGE PREPARATORY SENIOR CLASS

Ruth Emily Allen
Harriet Louise Colby
Dorothy Fairfield
Helen Wentworth French
Elizabeth Blodgett Holmes
Avalita Ellis Howe
Mary Abbott Jepherson
Beatrice Ellen Kenyon
Anna Lois Lindsay
Emmavail Luce
Martha Grace Miller
Catherine Remine McReynolds
Julie Pfingst Sherman
Margaret Bailey Speer
Catherine Louise Stilwell

Andover
Claremont, New Hampshire
Westfield
Andover
Janesville, Wisconsin
Marlboro
Providence, Rhode Island
Lawrence
Amsterdam, New York
Shanghai, China
Newark, Ohio
Washington, D. C.
Winchester
Englewood, New Jersey
Anderson, Indiana

#### SENIOR SPECIALS

Elizabeth Agnes Gray Margaret Florence Hinchcliffe Duluth, Minnesota Andover

#### ACADEMIC SENIOR MIDDLE CLASS

Ruth Evelyn Alley Maude Remick Arey Elizabeth Armstrong Kathryn Atkins Beck Marea Miller Blackford Ethel May Bonney Mary Ethel Brewer Priscilla Clara Brewster Gretchen Baker Brown Marion Chandler Louise Rice Clement Katharine Spelman Coe Virginia Lee Colbath Gladys Louise Cole Mildred Coleman Charlotte Harvey Copeland Dorothy McKeen Cutler Margaret Hamilton Dane Catherine Hancox Danforth Helen Aldrich Dole Jennie Marr Dunaway Cora Jeanette Erickson Dorothy Elliott Evans Mary Underhill Flett Grace Murdock Francis Gladys Mildred Glendinning Harriette Harrison Ruth Carter Hathaway Grace Myra Kepner Doris Knights Dorothy Beulah Korst Margaret Robinson Langenbacher Helen Leffingwell Grace Harriet Levser Mary Frances Martin Thelma Elizabeth Mazey Virginia Edwards McCauley Esther Violet Milliken Elizabeth Louise Moore Geraldine Murray Elizabeth Caldwell Newton Marian Maude Nichols Natalie Hasbrouck Proudfit Caroline Richardson Harriet Burt Sanford Dorothy Shapleigh Harriet Shongood Jeannette Soper Dorothy Stibbs

Lynn Cambridge Buffalo, New York Brookline Findlay, Ohio Brookline Worcester Camden, Maine Medford New Gloucester, Maine Belfast, Maine Yonkers, New York Mars Hill, Maine Fall River Flushing, New York Newton Centre Andover Kennebunk, Maine New London, Connecticut Lawrence Virginia, Illinois Brookline Andover West Medford Andover Lawrence Salisbury, Connecticut North Wilmington Monett, Missouri Worcester Janesville, Wisconsin Upper Montclair, New Jersey Upper Montclair, New Jersey New York City Warner, New Hampshire Newark, Ohio Canandaigua, New York Lawrence Medford Chicago, Illinois Brookline Hampton, Virginia Westfield, New Jersey Janesville, Wisconsin Glen Ridge, New Jersey Andover New York City Waterville, Maine Springfield

Frances Wheatley Sutro Alice Ethel Thompson Dorothy May Williams Edith Elizabeth Wright Helen Thornton Wygant Hortense Bina York Germantown, Pennsylvania Springfield Salamanca, New York Moline, Illinois Newburgh, New York Mars Hill, Maine

#### COLLEGEPREPARATORY SENIOR MIDDLE CLASS

Margaret Fuller Clark Mary Elizabeth Cole Mildred Harriet Frost Katherine Gage Hamblet Jane Carpenter Holt Muriel Archibald Johnson Elizabeth Middleton Luce Helen Louisa Meigs Frances Moses Hazel Kathreen Noyes Elizabeth Justine Pearsall Julia Elizabeth Sjöström Helen Snow Gertrude Ellen Stark Eleonore Kimbel Taylor Margaret Elizabeth Taylor Dorothy Churchill Walton Leonore Eliza Wickersham

North Andover Kennebunk, Maine Lawrence Lawrence Andover Andover Shanghai, China Fabius, New York Andover Brookline Newark, Ohio North Andover Rockland, Maine BallardvaleNew Rochelle, New York Kewanee, Illinois Louisville, Kentucky Corning, New York

#### IUNIOR MIDDLE CLASS

Iulia Conant Abbe Hope Allen Mary Rockland Bushnell Grace Adeline Cowan Edna Grayson Dixon Helen Garland Donald Margaret Vinton French Vivien Smith Gowdy Catherine Greenough Elizabeth Warrington Hartel Dorothy Lauder Anna Lincoln Constance Clifford Ling Marjorie Chipman Miles Muriel Moxley Mary Isabelle Parrott Lucy Bailey Pratt Louise Robinson Helen Roblee Vedder Agatha Rosamond Wade Helen Bancroft Walker Elizabeth Westerfield Anna Faith Williams

Dublin, New Hampshire New Rochelle, New York Andover Holyoke Lowell Andover Andover Thompsonville, Connecticut Dallas, Wyoming West Newton Concord, New Hampshire Montclair, New Jersey Detroit, Michigan A sheville, North Carolina North Andover Oxford, Maine Hartford, Connecticut Lakeville, Connecticut Schoharie, New York Andover Andover Upper Montclair, New Jersey Nanking, China

#### JUNIOR CLASS

Edith Emerson Adams
Sally Bartlett
Margaret Campbell
Ethel Madeline Dixon
Sally McRuer Eddy
Margaret Ellsworth Foote
Mildred Anna Fuller
Lois Maud Gaudreaux
Gertrude Mary Gray
Amelia Hartel
Florence Cressy Hinckley
Frances Keany
Marguerite Pendleton Morgan
Edith Ensign Page

Florence Cressy Hinckle Frances Keany Marguerite Pendleton I Edith Ensign Page Mary Peirce Mary Frances Watson Elizabeth Weld Katherine Weld Marianna Wilcox Helen Estelle Wright Andover
Wilder, Vermont
Lowell
Bay City, Michigan
Andover
West Somerville
Yonkers, New York
Jackson, New Hampshire
West Newton
New Rochelle, New York

Brattleboro, Vermont

Andover
Andover
Andover
Andover
Andover
Rock
Rock
Dayton, Ohio

Richmond Hill, Long Island

#### FIRST YEAR CLASS

Margaret Brewster Allen Dorothy Cleveland Dorothea Kimball Flagg Dorothy Moxley Elinor Katherine Sutton Frances Torrey Thompson Little Falls, New Jersey Watertown Andover North Andover Andover Andover

#### MUSIC STUDENTS

#### PIANO

Julia Conant Abbe
Hope Allen
Marea Miller Blackford
Priscilla Clara Brewster
Louise Rice Clement
Dorothy Cleveland
Virginia Lee Colbath
Gladys Louise Cole
Ethel Madeline Dixon
Ruth Hathaway Eaton
Cora Jeannette Erickson
Dorothea Kimball Flagg
Margaret Ellsworth Foote
Vivien Smith Gowdy
Amelia Hartel

Elizabeth Middleton Luce Helen Florence Martin Mary Frances Martin Helen Louisa Meigs Elizabeth Louise Moore Frances Moses Hazel Kathreen Noyes Elizabeth Justine Pearsall Caroline Richardson Harriet Burt Sanford Julia Elizabeth Sjöström Gertrude Ellen Stark Elinor Katherine Sutton Margaret Elizabeth Taylor Alice Ethel Thompson Florence Cressy Hinckley Grace Myra Kepner Dorothy Beulah Korst Dorothy Lauder Helen Leffingwell Frances Torrey Thompson Leonore Eliza Wickersham Marianna Wilcox Helen Estelle Wright Hortense Bina York

#### VOICE

Edith Emerson Adams Margaret Brewster Allen Irene Atwood Margaret Vinton French Marion Fildew Hubbard Mary Abbott Jepherson Marjorie Chipman Miles Esther Violet Milliken Elizabeth Louise Moore Virginia Edwards McCauley Elizabeth Caldwell Newton Harriet Shongood Jeanette Soper Dorothy May Williams

ORGAN

Priscilla Clara Brewster

Margaret Morris

Helen Snow

VIOLIN

Margaret Campbell

Edna Grayson Dixon

VIOLONCELLO

Mary Frances Martin

Martha Grace Miller

MUSICAL THEORY

Priscilla Clara Brewster

Louise Rice Clement

Elizabeth Justine Pearsall

ENSEMBLE

QUARTETTE

Edna Grayson Dixon, First Violin Mary Rockland Bushnell, Second Violin Margaret Campbell, Viola Martha Grace Miller, Violoncello

**TRIO** 

Edna Grayson Dixon, Violin

Ethel Madeline Dixon, Piano

Mary Frances Martin, Violoncello

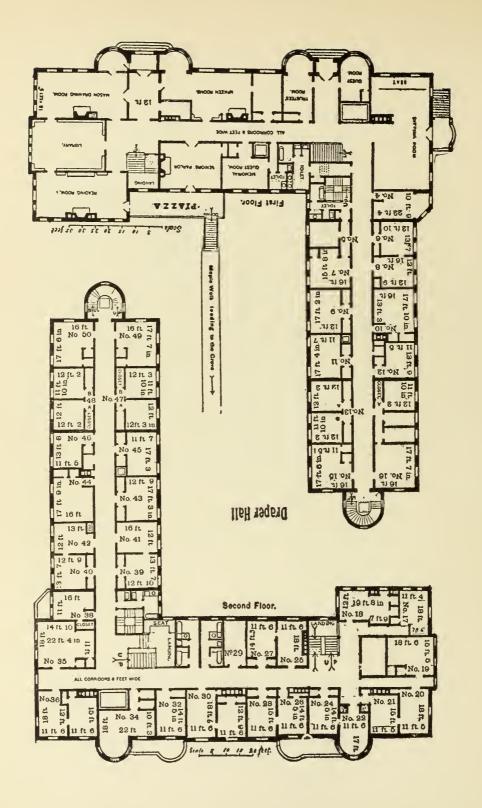
SPECIAL VOCAL EXPRESSION

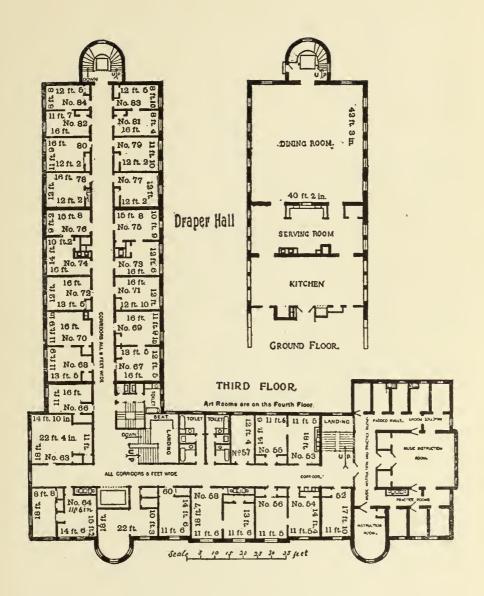
Ruth Evelyn Alley Mildred Coleman Lois Maud Gaudreaux Grace Myra Kepner

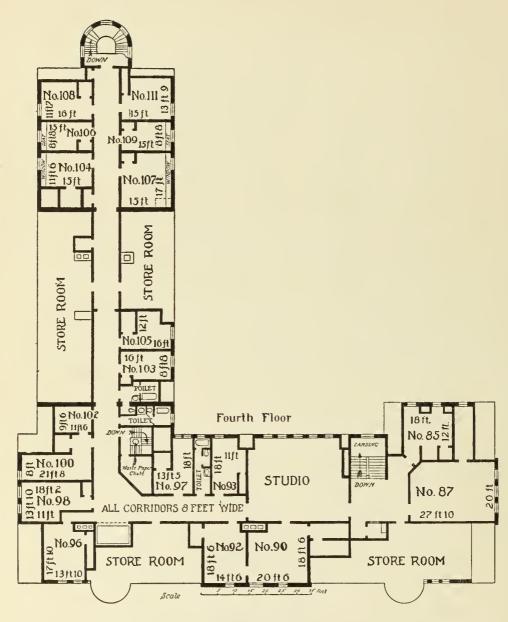
SPECIAL ART

Sally McRuer Eddy Frances Kent Gere Harriet Burt Sanford Harriet Shongood

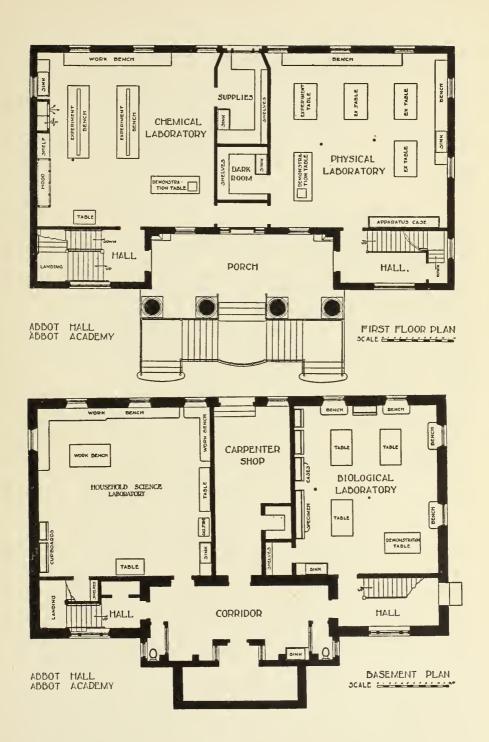
Edith Elizabeth Wright



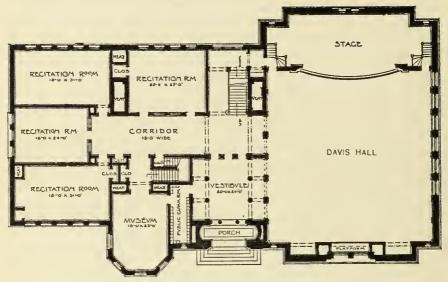




DRAPER HALL

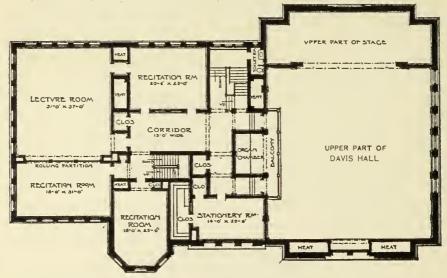


# MCKEEN MEMORIAL ABBOT ACADEMY ANDOVER MASS.

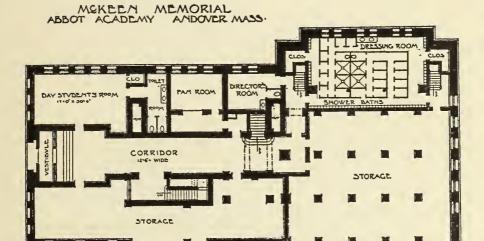


- PLAM OF FIRST FLOOR -

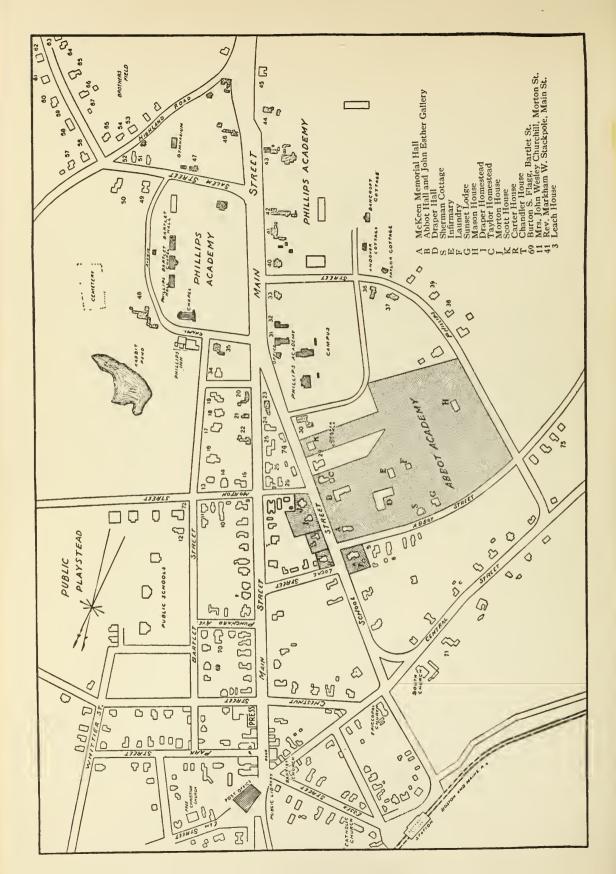
# MSKEEM MEMORIAL ABBOT ACADEMY ANDOVER MASS.



~ PLAM OF SECOND FLOOR~



-PLAM OF BASEMENT-



# WORK OF HIGH SCHOOL GRADE

	TEXT BOOK AND AMOUNT COMPLETED	No. of weeks	No. of periods per week	Date of Completion	n Rank		TEXT BOOK AND AMOUNT COMPLETED	No. of weeks	No. of periods per week	Date of Completion R	Rank		TEXT BOOK AND AMOUNT COMPLETED	No. of weeks	No. of periods per	Date of Completion	Rank
HISTORY:						MATHEMATICS:						FRENCH: Grammar		-	week		
Ancient						Algebra						Станшаг					
English						Geometry											
Mediaeval												Authors read					
Modern					\$	LATIN: Grammar and Reader											
American						Caesar						CEDAGAN					
SCIENCE:												GERMAN: Grammar					
Zoology						Vergil											
Botany						Cicero						Authors read					
Geology												1100000					
Astronomy						Advanced Latin											
Physics						Prose Composition											
Laboratory work						GREEK: Grammar and Reader						ENGLISH:					
Chemistry			1														
Laboratory work						Anabasis											
Physiology						Homer											
Physical Geography						Prose Composition											
												Please state average	required for passing.				

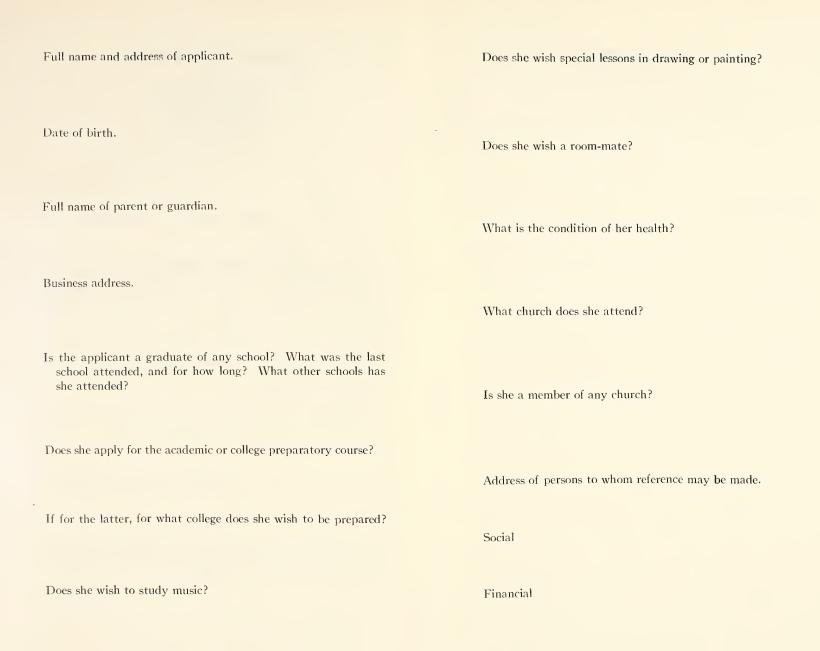
# **Oredential Horm**

Name of student	

# Abhot Arademy Andober, Mass.

# Credential Form

To the Principal, Abbot Academy, Andover, Mass.
I hereby certify that
Miss
has been a pupil in
- u uşumi
school from to
and that the following is a correct statement of the work done by her in the subjects named.
Signature of Principal.
Name of School.
(Please indicate also any subjects with which she was credited upon entrance to your school.)  Have the following subjects been completed as required for entrance to High Schools?
English
Geography
Arithmetic
U. S. History and Constitution



# Application Form

Full name of applicant

Date of application

# Application for Admission

to

# Abbot Academy

Andover, Mass.

19
Application is hereby made for the admission of my
, (name)
as a day boarding student at Abbot Academy, for the school year
beginning September , 19 . Enclosed is my check for
\$25.00 for reservation of place, to be credited on the bill
for tuition. I have carefully read and accept the terms and
conditions specified in the Abbot Academy Catalogue for the
year 1917. I promise that myshall conform to
the regulations of the Academy, and that she shall be punctual
in attendance at the stated beginning of each term.
Signature of Parent or Guardian.

Testimonials as to character and scholarship should be sent at the same time as this application by the Principal or some qualified representative of the school last attended, and by the Pastor or some equally responsible person.

Address

MISS BERTHA BAILEY,

Principal.





# ABBOT ACADEMY

ANDOVER, MASS.

1919 - 1920



# ABBOT ACADEMY ANDOVER, MASSACHUSETTS

# CIRCULAR OF INFORMATION

**FOR** 

1919-1920

ANDOVER 1919



## FACULTY

BERTHA BAILEY, Sc.B., Principal	
	, Ethics, Christian Evidences
KATHERINE ROXANNA KELSEY, Assista	
NELLIE MARIA MASON	Physics, Chemistry
REBEKAH MUNROE CHICKERING, A.B.	History, English
MARTHA MELISSA HOWEY, Litt.B.	Literature, History of Art
MARY ETHEL BANCROFT, A.B.	English
HEDWIG DOROTHEE CRAMER	German
RUTH EVELYN MARCEAU, A.M.	Latin, Ancient History
OCTAVIA WHITING MATHEWS, A.B.	Spanish, Latin
HELEN DUNFORD ROBINSON, A.B.	Latin
RUTH ELEANOR LANE, A.M. Math	ematics, Astronomy, Geology
HILDA BAYNES	French
ALICE DESPLACES	French
BERTHA ADALINE GRIMES, A.B.	Biology, Household Science
JANET ELIZABETH DAVISON, A.B.	History
Louise Adams Whiting	Physical Education
EMILY ADAMS, A.B.	Rhythmic Expression
BERTHA EVERETT MORGAN	Vocal Expression
Joseph Nickerson Ashton, A.M.	
Choral Music,	Pianoforte, Organ, Harmony
EVELYN FRANCES HATHAWAY	Pianoforte
MABEL ADAMS BENNETT	Vocal Music
Marie Nichols	Violin
MILDRED GATES	Violin
Mary Snow Blaikie	Violoncello
*Marion Louise Pooke, A.B.	Drawing, Painting
BEATRICE VAN NESS	Drawing, Painting
RACHEL AUGUSTA DOWD, A.B.	Secretary to the Principal
ELIZABETH HARLOW BACON	Supervisor of Day Scholars

ELIZABETH HARLOW BACON Supervisor of Day Scholars JANET ELIZABETH DAVISON, A.B. Librarian †PHILANA McLEAN House Superintendent †CAROLYN M. GOODWIN House Superintendent Frances Augusta Wheeler, A.B. House Superintendent Marjorie Lois Ashley, A.B. Assistant to House Superintendent OCTAVIA WHITING MATHEWS, A.B. In charge of Sherman Cottage RUTH EVELYN MARCEAU, A.M. In charge of Draper Homestead In charge of Sunset Lodge HELEN DUNFORD ROBINSON, A.B. MARY B. PUTNAM Supervisor of Cottages KATHERINE YARDIE BOUTELLE, R.N. Resident Nurse In charge of Infirmary MARION CURTIS LITTLEFIELD, M.D. Examining Physician

JANE BRODIE CARPENTER, A.M. Keeper of Alumnae Records and Curator of John-Esther Gallery

†Resigned

<sup>\*</sup>On leave of absence in France.

#### LECTURERS

Miss HELEN FRASER, of London, England. April 13, 1918. "Women and War Work."

MISS ELIZABETH HANSCOM, of Smith College, Northampton, Mass. April 20, 1918. "Poetry of the War."

MISS MARY TAYLOR BLAUVELT, of Hartford, Connecticut. April 29, 1918. "John Brown."

Miss BERTHA EVERETT MORGAN, of Boston. May 7, 1918. "The Dawn of a Tomorrow."

PROFESSOR JOHN MASON TYLER, of Amherst College, Amherst, Mass. May 11, 1918. "Conformity to Environment."

MISS ELIZABETH HASANOVITZ, of New York City. October 31, 1918. "Life in the Ukraine."

MISS HELEN FRASER, of London, England.

December 5, 1918. "Reconstruction Problems in England."

PRESIDENT ELLEN FITZ PENDLETON, of Wellesley College. February 17, 1919. "The Value of Intellectual Curiosity."

#### CONCERTS

MISS MILDRED GATES, Violin. May 14, 1918.

MISS MARIE NICHOLS, Violin. May 27, 1918. THE LONGY ENSEMBLE. January 17, 1919.

MR. FELIX FOX, Piano, and MISS ADELINE PACKARD, Viola. February 15, 1919.

MRS. HUDSON ALEXANDER, Soprano. March 8, 1919.

#### SPEAKERS

REV. D. BREWER EDDY
ROBERT E. SPEER, D.D.
MISS MARY TAYLOR BLAUVELT
REV. FRANK R. SHIPMAN
PROFESSOR JOHN M. TYLER
MRS. DAVID JOHNSON
REV. CHARLES W. HENRY
REV. GEORGE GUTTERSON
MISS HELEN HUGHES
DR. ALFRED E. STEARNS
MR. FREDERICK H. JONES
MISS KATHERINE R. KELSEY

PRESIDENT CLARENCE A. BARBOUR, D.D.
REV. JOHN KINGSLEY BIRGE
REV. ALBERT PARKER FITCH, D.D.
REV. CLARK CARTER
REV. JOHN TIMOTHY STONE, D.D.
MISS AIMEE SEARS
MISS MARY WIGGIN
DR. JOSEPHINE H. KENYON
REV. CHARLES R. BROWN, D.D.
NURSING SISTER DAVIS
MISS REBEKAH M. CHICKERING
MRS. MARGARET STANNARD

MR. CARL KEPNER

Sermon to the graduating class, June 9, 1918, by Professor John Winthrop Platner, D.D., of the Andover Theological Seminary, Cambridge.

Address to the graduating class, June 11, 1918, by Robert Elliott Speer, D.D., of New York City.

## ABBOT ACADEMY

Abbot Academy was founded in 1829, the first incorporated school in New England for the education of young women alone. In the Constitution drawn up in that year by the first Board of Trustees, its purpose is thus stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." This purpose has for ninety years controlled the policy of the school.

#### LOCATION

Andover is an attractive New England town which has been for more than a century a centre of educational interests. The climate is healthful, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

### BUILDINGS

Six substantial, modern, brick buildings and three frame cottages house the activities of the school. All these buildings are lighted by electricity and, except the cottages, are heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was

named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-equipped laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

DRAPER HALL, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains an Art Studio on the fourth floor, Music Studios on the third, a Library, with a Reading-Room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, recently renewed and in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKeen Memorial Hall, was opened in 1904. It was built through the gifts of the alumnae and friends of the school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains a hall of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used as an audience-room, and as a gymnasium. In Davis Hall is an organ, presented to the school by

Mrs. Dorothy Davis Simpson, a granddaughter of Mr. George L. Davis. Below the gymnasium, are shower-baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, a large study hall for day scholars, with a comfortable sitting-room and a dressing-room for their use. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

The John Esther Art Gallery, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

The Antoinette Hall Taylor Infirmary, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honour of Mrs. John Phelps Taylor of Andover, who has long been a warm friend and benefactor of the school.

Three attractive cottages have recently been opened as residence houses for students. Sherman Cottage with rooms for ten students was first used in 1915, and the Draper Homestead with places for fourteen students, and Sunset Lodge, for eight students, have been opened during the past year. These houses are all conveniently near to Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

The School Laundry, is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also contains ample room for storage.

#### LIBRARY

The Academy Library, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library freely, as well as the reading-room, where they will find the leading magazines and newspapers.

#### RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is posi-

tively Christian.

Attendance at morning Church service on Sunday is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out-of-town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important influence. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to Hampton Institute, to the Andover

District Nurse, the Lawrence City Mission and to other causes. In recent years a delegation has been sent to the Student Conference at Northfield. Conference classes, under student leaders, are held each week, for Bible and mission study, and the discussion of present-day problems. Devotional meetings are held each week.

#### LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

## EXCURSIONS

Andover is located in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

#### HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time for exercise, recreation and sleep. A graduate nurse is in residence and has constant oversight over the health of the students.

The Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty

and students, and proves its value in preventing serious illness.

### DRESS

In the matter of simple and appropriate dress, the

coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. Each girl should have one or more blueserge "Peter Thomson" suits for school wear, and similar suits in white serge or washable material for dinner and evening. Plainly made washable gowns may be worn for school during warm weather. Simple cotton gowns of white or light colors, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Each girl should have one white dress. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must not be lower than the throat. Middy blouses are used for gymnasium and sports only. A tailored suit is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. A sweater of moderate weight is useful for sports. Proper walking shoes with broad, low heels, must be supplied for ordinary wear, and low shoes may not be worn during cold weather. High Cuban or French heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted

if one pair is broken.

It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the Principal.

# STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity,

well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, a small writing-table, two straight chairs, a rattan couch and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk or writing table and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, washstand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing-dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held re-

sponsible for all damage in their rooms.

Each student furnishes her own towels, six sheets and six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

# SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted,

checks will not be honoured. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

## PHYSICAL EXAMINATION

A physical examination is made by a woman physician employed by the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar.

# REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, and teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid for at the regular rate for tutoring.

Students will not be received before the day set for

registration, except by special arrangement.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged

by the school.

The weekly recreation time is from Tuesday after halfpast three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory.

Parents are requested to have dressmaking, shopping and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

## SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent coöperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the

school presents few problems. If a student prove untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school might be severed, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

#### THE PHILLIPS INN

The Phillips Inn, Mr. John Stewart, proprietor, offers comfortable accommodations for visitors to Andover. As its capacity is limited, rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

# COURSES OF STUDY

#### ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to High School. The regular course requires five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the Principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from accredited schools and must accept our requirements for college work.

## APPLICATION

The application and credential blanks in the back of the circular should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.

#### ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course is one of not less than three recitations a week throughout the year. The fourteen full courses must include the following: Language, four, including Latin I and II or Greek I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one; English Literature, one; General Literature, one.

A candidate for graduation may not have a yearly average below C in more than two courses during the Senior Middle or Senior years.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

# COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal women's colleges.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in all the subjects required for college entrance, or to recommend for examination in all the subjects required for college entrance. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done here, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate from this school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

Attention is called to the recent decision of Vassar, Wellesley, Smith and Mt. Holyoke colleges, that beginning September 1919, they will put into effect a new method of admission which will do away with the method of admission by certificate to these colleges.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in physical education.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

# STUDY PROGRAM

#### FIRST YEAR

ACADEMIC	AND COL	LEGE PREPARATORY		
English I	(4)*	Chorus Singing	(1)	
Latin I or Greek I	(5)	Gymnastics or Rhythmic Ex-		
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting	(2)	
Reading and Speaking	(2)			
Art	(2)			
	JUNIOR	YEAR		
ACADEMIC A	ND COLLE	GE PREPARATORY		
English II	(4)	Reading and Speaking	(1)	
Latin II or Greek II	(4)	Art	(1)	
Geometry	(4)	Gymnastics or Rhythmic Ex- pression	(2)	
French, German or Spanish or	(5)	Bible I	(1)	
History I	(4)			
JUNIO	OR MIDI	DLE YEAR		
Academic		College Preparatory		
Required Courses				
English III	(3)	English III	(3)	
French, German or Spanish	(5)	Latin III	(4)	
Gymnastics and Dancing	(2)	French, German, Spanish or Gre	ek (5)	
Chorus Singing	(1)	History I or II	(4)	
Bible II	(1)	Algebra (	(2 or 3)	
Art or Reading and Speaking	(1)	Gymnastics or Rhythmic Ex-	(2)	

Elect	ive	Courses
Lieci	we	Courses

Art or Reading and Speaking

Greek	(5)
Latin	(5)
French	(5)
German, Spanish	(5)
History I, II	(4)
Biology	(4)

\*The numbers in parentheses indicate the number of appointments per week in each subject.

pression Chorus Singing

Art or Reading and Speaking

Bible II

(1)

(1)

(1)

### SENIOR MIDDLE YEAR

521	VIOIC MILD	DEB TEIN	
Academic	College Preparatory		
Required Courses		Required Courses	
English IV	(1)	College English I	(3)
English Literature	(4)	Latin IV	(5)
Physics or Chemistry	(8)	French, German or Greek	(5)
Gymnastics or Rhythmic Expression	(2)	Algebra	(3 or 2)
Bible III	(1)	Gymnastics or Rhythmic Expression	(2)
Art of Reading and Speaking	(1)	Bible III	(1)
History I, II or III	(4)	21010 111	(-)
Thistory 1, 11 of 111	(1)		
Elective Courses		Elective Courses	
Greek	(5)	Greek	
Latin	(5)	German	
German	(5)	French,	(5)
French, Spanish	(5)	Spanish	
History, I, II, III	(4)	Physics or Chemistry	(8)
Astronomy, 1st Semester	(4)	History I, II, III	(4)
Geology, 2nd Semester	(4)		, ,
Household Economics I	(4)		
	SENIOR	YEAR	
Academic		College Preparatory	Ž
Required Courses		Required Courses	
English V	(1)	College English II	(3)
General Literature	(3)	Latin V	(5)
History IV	(4)	French or German	(5)
Philosophy	(4)	Mathematics review	(4)
Gymnastics or Rhythmic Ex-	(2)	Gymnastics or Rhythmic Ex-	(2)
The state of the s	(2)	pression	(2)
pression	(1)	Bible IV	(1)
Bible IV	(1)	Bible I v	(1)
Elective Courses		Elective Courses	
Shakespeare	(1)	German, French or Spanish	(5)
Household Economics I or II	(4)	Physics or Chemistry	(8)
German French or Spanish	(3)	History	(4)
History I, II, or III	(4)		
Current Events	(2)		
Science	(4)		
Reading and Speaking	(1)		
Art	(1)		

# DEPARTMENTS

The courses of study are described as offered during the year 1918-1919. They are subject to change.

### LATIN

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

#### FOUR YEARS COURSE

LATIN I. 5 periods a week. Smith, "Latin Lessons".

LATIN II A. 5 periods a week.

Caesar, 4 books or equivalent. Johnston-Sanford, "Gallic War".

Greenough, D'Ooge and Daniel, "Second Year Latin".

Composition — Baker and Inglis, "Latin Composition,
Part I".

LATIN IV. 5 periods a week.

Cicero — D'Ooge, "Select Orations".

Composition — Baker and Inglis, "Latin Composition, Part II".

LATIN V. 5 periods a week.

Vergil — Fairclough-Brown, "Aeneid", 5 books.

Ovid — Gleason, "A Term of Ovid".

Composition — Baker and Inglis, "Latin Composition, Part III".

## FIVE YEARS COURSE

LATIN I. 5 periods a week.

Smith, "Latin Lessons".

LATIN II B. 4 periods a week.

Review of forms.

Reading — Nutting, "First Latin Reader".

Ceasar — Potter, "New Method for Caesar".

Composition — Tyng, "Latin Prose Exercises".

LATIN III. 4 periods a week.

Caesar — Johnston and Sanford, "Gallic War", selections.

Nepos — Roberts, "Nepos".

Composition — Baker and Inglis, "Latin Composition, Part I".

LATIN IV. 5 periods a week. As above.

LATIN V. 5 periods a week. As above.

## GREEK

5 periods a week.

GREEK 1.

Benner and Smyth, "Beginners' Greek Book".

GREEK II.

Goodwin and White, "Anabasis", Books I, II, III.

Sight translation in Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

GREEK III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

#### FRENCH

5 periods a week.

French is the language of the class-room in so far as is practical. Opportunity is given for French conversation in the dining-room.

#### FRENCH I.

Grammar and Composition — Meras, "Le Premier Livre"; The New Chardenal.

Reading — Books such as the following are read: Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Légendes".

# FRENCH II.

Grammar and Composition — Siepman, "Primary French Course", Second Part.

Reading — Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mére Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d'Arc".

## FRENCH III.

Grammar — Fraser and Squair, "French Grammar", Part II.

Composition — Bouvet, "French Syntax and Composition".

Reading — Such books as the following are read: Loti, "Pêcheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames".

#### FRENCH IV

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a textbook, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers are presented in that language.

All text-books are subject to change.

#### GERMAN

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

# GERMAN I.

Grammar and Composition—Collar, "First Year German".

Reading — Books such as the following are read: Guerber,
"Märchen und Erzählungen"; Foster, "Geschichten und
Märchen"; Müller, "Glück Auf"; Spyri, "Rosenresli";
Stern, "Geschichten vom Rhein".

Poetry — Wenckebach, "Schönsten Deutschen Lieder". German II.

Grammar — Joynes-Meissner, "German Grammar". Review of the grammar and syntax.

Composition — Pope, "Writing and Speaking German".

Reading — Books such as the following are read: Jensen,
"Die braune Erica"; Storm, "Immensee"; Schiller, "Der
Neffe als Onkel"; Gerstäcker, "Germelshausen"; Baum-

bach, "Das Habichtsfraülein"; Zschokke, "Der zerbrochene Krug"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise", "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Riehl, "Fluch der Schönheit", "Burg Neideck".

Poetry — Wenckebach, "Schönsten Deutschen Lieder".

German III.

Grammar — Joynes-Meissner, "German Grammar".

Composition — Pope, "Writing and Speaking German".

Reading — Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; Scheffel, "Trompeter von Säkkingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim"; Arnold Werner-Spanhoofd, "Aus vergangener Zeit"; Lechner, "German Passages for Practice of Unseen Translation".

Poetry - Wenckebach", "Schönsten Deutschen Lieder".

# GERMAN IV

More detailed study of the History of German Literature. Study and analysis of representative dramas and novels of Modern German Literature.

Independent translations, and writing of German themes upon assigned subjects.

Texts — Stroebe-Whitney, "Geshichte der deutschen Literature"; Whitney-Stroebe, "Easy German Composition" and "Advanced German Composition".

The text-books in all classes are subject to change.

### SPANISH

5 periods a week.

Spanish is used in conducting recitations and further opportunity for conversation is offered at the Spanish table in the dining-room.

There is practice in taking dictation.

A limited number of Spanish proverbs, poems and songs are memorized.

#### SPANISH L.

Grammar and Composition — Hills and Ford, "First Spanish Course".

Reading, with composition and conversation based upon the text. Books such as the following are read: Fuentes y François, "A Trip to Latin America"; Valera, "El Pájaro Verde"; Carrión y Aza, "Zaragüeta".

#### SPANISH II.

Grammar and Composition — Moreno-Lacalle, "Elementos de Español". Waxman, exercises in Spanish composition; "A Trip to South America".

Reading — Books such as the following are read: Dorado, "España Pintoresca"; Altamirano, "La Naridad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela".

# SPANISH III.

Composition —

Reading — Books such as the following are read: Galdós, "Doña Perfecta"; Valdés, "José"; Echegaray, "El Gran Galeoto"; Cervantes, "Don Quixote" selections.

# HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History.

Larson, "English History".

HISTORY II. 4 periods a week.

Ancient History. Webster, "Ancient History". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Hart, "New American History". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

2 periods a week — History of the 18th and 19th Centuries. Robinson and Beard, "Outlines of European History, Part II".

2 periods a week — History of Fine Arts.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

Current Events — 2 periods a week.

News of the day studied with reference to its bearing on European and American History.

# ENGLISH

Systematic work in English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

Word Study.

Grammar — Buehler, "Modern English Grammar".

Composition — Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "Enlarged English Composition".

Literature — Selected readings. In 1917-1918, these included Scott, "Ivanhoe"; Irving, "The Sketchbook"; Shakespeare, "A Midsummer Night's Dream"; Defoe, "Robinson Crusoe"; Hawthorne, "Twice Told Tales"; American Poetry.

Spelling and Handwriting — 2 periods a week.

ENGLISH II. 4 periods a week.

Grammar and Rhetoric — Herrick and Damon, "Composition and Rhetoric".

Composition—Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

Literature — Selected readings. In 1917-18, these included: Shakespeare, "The Merchant of Venice" and "Julius Caesar"; Addison, "The Sir Roger de Coverley Papers"; Swift, "Gulliver's Travels"; Scott, "Marmion" and "The Talisman"; George Eliot, "Silas Marner"; Hughes, "Tom Brown's Schooldays"; Arnold, "Sohrab and Rustum" and "The Forsaken Merman"; selections from Tennyson, "The Idylls of the King".

ENGLISH III. 3 periods a week.

Grammar — Review.

Composition — Paragraph-structure, construction of the theme, the essay, versification. Weekly long themes. Reports of current events. Herrick and Damon, "Composition and Rhetoric".

Literature—Selected readings. In 1917-18, these included: Shakespeare, "As You Like It", "Richard II"; Goldsmith, "The Vicar of Wakefield"; Gaskell, "Cranford"; Dickens, "The Tale of Two Cities"; Stevenson, "Treasure Island", "Inland Voyage", "Travels with a Donkey"; "Selected Letters"; "Old English Ballads"; Tennyson, "Shorter Poems".

## ENGLISH IV.

Literature — 4 periods a week.

Historical and critical study of English Literature from the earliest time to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

Composition — 1 period a week. Themes, criticism, versification.

Thorough preparation in English Grammar, tested by an examination, is a pre-requisite for this course.

#### ENGLISH V.

Literature — 3 periods a week.

First Semester — A course in general literature, based on the study of representative classics of the world (in translation).

Second Semester — A course in the poetry and prose of the Nineteenth Century.

Composition — 1 period a week. Themes including the writing of a play, criticism, study of the novel, and of contemporary writing.

# SHAKESPEARE.

1 period a week. Study of the development of Shake-speare's art. Six plays.

# COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

#### PHILOSOPHY

This course includes the elements of Psychology, Ethics, Theism and Christian Evidences. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism"; Row, "Christian Evidences".

# MATHEMATICS

In the Academic course a year of Algebra and a year of Plane Geometry are required.

In the College Preparatory course, the study of Geometry is required during the second year, and Algebra during the first, third and fourth years. A review of both Geometry and Algebra is required during the Senior year.

The work in both subjects covers the college entrance requirements.

Text-books used in 1918-1919: Wentworth and Smith, "Algebra"; Breslich, "Second Year Mathematics"; Wentworth and Smith, "Plane Geometry".

## SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY. 8 periods a week including laboratory work.

A study of the more important elements and their compounds, with emphasis upon the practical application of the science of every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the

supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements. Physics. 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

GEOLOGY. 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

BIOLOGY. 4 periods a week.

First Semester — A general introduction to animal morphology and physiology, concluding with a study of the structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of types illustrative of the main subdivisions.

Second Semester — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

#### HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

HOUSEHOLD ECONOMICS I. 4 periods a week.

Senior or Senior Middle year.

Household Management — 1 period a week. Housewifery, marketing.

*Dietetics* — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

Laboratory — 2 periods a week. Cookery, food experiments.

HOUSEHOLD ECONOMICS II. 4 periods a week.

Senior year.

Household Management — 1 period a week. Division of income. Personal and household accounts. Housebuilding — location, sanitation.

*Emergency Food-work* — 1 period a week, first semester.

Study of Textiles — Production, cost, use, care. 1 period a week, second semester.

Laboratory — 2 periods a week. War Cookery, First Semester. Needlework, Red Cross Work, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

### BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

#### MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

# PIANO

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Bach, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Liszt, Brahms, Rheinberger, Saint Saens, Grieg, MacDowell, Debussy.

#### ORGAN

Students having adequate piano technique may study the organ, opportunity for which is afforded by the twomanual electric organ in Davis Hall. Compositions by Bach, Rheinberger, Guilmant, Widor and other distinctive organ composers are studied. Attention is also given to the requirements of the Church Service.

#### VIOLIN AND VIOLONCELLO

In the work in violin and violoncello, effort is made to establish a foundation of technique which will permit the development of power of interpretation and appreciation, by the study of the great compositions written for these instruments.

A string quartette offers opportunity for ensemble work.

#### VOCAL

The vocal department gives instruction in correct breathing and tone-placing and carefully develops the voice. Special attention is paid to voice quality and flexibility, and to diction, phrasing and interpretation. Italian, English, French and German songs are studied, and, by advanced pupils, selections from Opera. Vocalizes by Marchesi.

HARMONY AND HISTORY OF MUSIC. 2 periods a week.

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured

and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course covers two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

#### GENERAL MUSICAL ADVANTAGES

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

The Fidelio Society for the more advanced study of choral music and part singing, is composed of twenty-four selected voices. The Fidelio sings at special services during the year and at the public occasions at Commencement time.

The Sunday evening service is frequently held in Davis Hall with special choral music accompanied by the organ. This service is followed by a short recital by the organist.

In addition to the general Choral Class and the Fidelio Society, the School Glee Club enjoys the study of lighter music, and gives much pleasure to the school by occasional recitals, and by singing on the less formal school occasions.

Recitals by the pupils in all departments accustom them to public performance.

A series of recitals by distinguished artists is given each year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston.

#### DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of perspective, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons are offered in the following lines of work:

- Drawing, painting, pastel, from casts, still-life, costume-modèl, landscape. Posters.

  II. Modelling in clay from casts. Casting.

  III. Luster (china).

  IV. Design, using the principles of Denman Ross of Harvard.

This class gives the student opportunity to develop any special talent, and to pursue branches not offered in the regular courses. Individual attention is given each student.

Visits are made to the Boston Museum of Fine Arts, to Art Schools, local Art exhibitions and some private studios during the year.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Art Gallery, belonging to the school, is a good collection of paintings, which together with special exhibitions held in the Gallery of the work of modern painters furnish excellent examples for study.

# READING AND SPEAKING

This work aims to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight correctly, intelligently and expressively.

It includes careful attention to breathing, tone-placing and diction; drill in tone production; and analysis of selected prose and poetry in order to express the thought truly.

Plays are given each year by the Senior and Senior Middle class. Among plays recently given are: "The Cricket on the Hearth", "As You Like It", and "A Midsummer Night's Dream" by the Senior classes; "The Violin-maker of Cremona", "The Twig of Thorn" and "The Elopement of Ellen" by the Senior Middlers. Less formal dramatic performances occur frequently throughout the year.

### PHYSICAL EDUCATION

The object of the work is to develop vigorous women, able gracefully and effectively to express in action their thought and purpose. Emphasis is laid on correct posture and good breathing. Physical measurements are taken at the beginning of each school year, and again at the end of the year.

During the winter and spring, classes in gymnastics and rhythmic expression meet twice a week. Every student must be enrolled in one or the other of these lines of work, unless she is physically incapacitated for it.

The work in gymnastics is in charge of a graduate of the Boston School of Physical Education, who is also Director of athletics and outdoor sports.

The Rhythmic Expression classes are under the direction of a pupil of Mrs. Florence Fleming Noves of New York.

Rhythmic Expression is a simple, free, joyous form of exercise which relaxes and refreshes the body and the mind and at the same time stimulates the higher feelings and aspirations. The adoption of nature moods and movements in the spirit of play, tends to destroy self-consciousness, and thus to clear the way for that natural spontaneity which must result in graceful, convincing expression.

The usual group expression is a masque which takes place at the close of the year's work. This is ordinarily presented out of doors.

In the fall and spring, there is as much out-of-door work as possible. Sports are organized under the Abbot Athletic Association. A tennis tournament and contests in basketball and field hockey are held. Skating, coasting, snowshoeing and skiing are favorite winter sports.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Marble shower-baths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical

measurements.

# THE PATRIOTIC LEAGUE

During the fall of 1917, the Abbot Patriotic League was formed, with the object of unifying the patriotic impulses and efforts of the students. The whole school: faculty, students, and many of the domestic staff, enlisted for service. They agreed (1) to organize their lives on lines of personal efficiency; (2) to do whatever they are now engaged in with greater energy and enthusiasm, and to demand of themselves excellence rather than mediocrity; (3) to secure training as they have opportunity in specific lines of service; (4) to endeavor to serve any community of which they are a part; (5) to stand for the sincerity, honour and purity of American womanhood.

Military drill was established and has been continued during the school year 1918-19, under Captain Peirson S. Page, M.D., Physical Director at Phillips Academy Members of the Battalion are required to (Andover). wear Peter Thomson suits for drill.

During the spring and fall of 1918; the students assisted materially in the gardening and the care of the grounds, and showed themselves ready to be of service wherever there was need.

The beneficial effect of the Patriotic League is apparent. A more earnest spirit is evident in the work of the school. The bearing of the small details of life upon the large aim of service is more clear. Economy is encouraged, and all forms of conservation. Thrift and War Saving Stamps, and Liberty Bonds have been very generally purchased, and generous contributions have been made in response to the many appeals for War Relief and other needs.

## EXPENSES

Board and Tuition, per year		\$900.00		
Tuition for Day Scholars		200.00		
Piano and Organ, per year:				
Two lessons a week		120.00		
One lesson a week		75.00		
Use of piano, one period daily .		15.00		
Use of organ and electric blower, one pe	eriod			
daily		30.00		
Vocal Music, per year:				
Two lessons a week		120.00		
One lesson a week		75.00		
Violin: According to charge of instructor				
Violoncello: According to charge of instructor	r			
Drawing and Painting: special lessons,	two			
periods a week, per year	•	90.00		
Vocal Expression: private lessons, one lesson a				
week, per year		75.00		
Physical Examination		1.00		
Laboratory Fees:				
Physics, Chemistry, each		5.00		
Botany, Zoology, each		2.00		
Cooking, and Sewing, according to cos	t of			
materials used.				

Pew Rent, per year			\$3.00
Laundry (unstarched),	per dozen		. 40

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; four hundred and seventy-five dollars (\$475) in September, at the time of entrance; and four hundred dollars (\$400) on February first. The fee for room reservation is forfeited if the place is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 13). This deposit must be renewed when exhausted.

#### SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand Dollars (\$60,000).

The income of these funds is administered in accordance with the conditions attaching to each. The Emma G. Easton Scholarship . \$ 1000 The Brewster Scholarship 1000 The French Scholarship 1000 The New Hampshire Scholarship . 1000 The Draper Scholarship 1000 The Minnie E. Lewis Scholarship 1000 The Abby W. Boyd Scholarship . 1000 The Rice Scholarship . . . 1000 The Rufus S. Frost Scholarship 1000 The Nancy J. Haseltine Scholarship 2000 The Mary A. Richards Scholarship 400 The Faith Scholarship 700 The Phebe Fuller McKeen Scholarship 3000 The Andover or Coburn Scholarship 2000 The John Cornell Scholarship 3000 The Frieda Gerlach Billings Scholarship . 7500 The Timothy Augustus Holt Scholarship 26000 The Raymond Scholarship 5000 The Charlotte Cornell Scholarship. 4000 The Charlotte Ward Briant Scholarship . 1000 The Stephen M. Knevals Scholarship . . . 3000 The Ruth Parker Scholarship . 1000 ENROLLMENT OF STUDENTS Boarding Students 134 Day Students . . . 37

Total

. 171

#### DISTRIBUTION BY STATES

Massachusetts, eighty-three; New York, twenty-one; Connecticut, ten; Maine, ten; Illinois, eight; Ohio, six; New Hampshire, five; Pennsylvania, four; China, three; Wisconsin, three; California, two; Michigan, two; Minnesota, two; Missouri, two; New Jersey, two; Vermont, two; Canada, Indiana, Iowa, North Carolina, Virginia, Wyoming, each one.

### THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

## ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former members and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

# ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to the Treasurer of the Association, Miss Agnes Park, Andover, Mass.

### GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Iane B. Carpenter, 26 Morton Street, Andover, Mass.

# HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

# STUDENTS, 1918-1919

#### ACADEMIC SENIOR CLASS

Ruth Evelyn Alley Elizabeth Armstrong Kathryn Atkins Beck Marea Miller Blackford Ethel May Bonney Mary Ethel Brewer Gretchen Baker Brown Marion Chandler Louise Rice Clement Katharine Spellman Coe Charlotte Harvey Copeland Margaret Hamilton Dane Catherine Hancox Danforth Helen Aldrich Dole Jennie Marr Dunaway Cora Jeanette Erickson Dorothy Elliott Evans Grace Murdock Francis Gladys Mildred Glendinning Harriette Harrison Ruth Carter Hathaway Grace Myra Kepner Doris Knights Dorothy Beulah Korst Grace Harriet Leyser Thelma Elizabeth Mazey Virginia Edwards McCauley Elizabeth Caldwell Newton Marian Maude Nichols Dorothy Shapleigh Dorothy Stibbs Dorothy May Williams Edith Elizabeth Wright Helen Thornton Wygant

East Lynn Buffalo, New York Wayland Findlay, Ohio Brookline Worcester West Somerville New Gloucester, Maine Belfast, Maine New York City Newton Centre Kennebunk, Maine New London, Connecticut Lawrence Virginia, Illinois Brookline Andover Andover Lawrence Lakeville, Connecticut North Wilmington Monett, Missouri Worcester Janesville, Wisconsin New York City Newark, Ohio Canandaigua, New York Brookline Hampton, Virginia Andover Springfield Scranton, Pennsylvania Moline, Illinois Newburgh, New York

#### COLLEGE PREPARATORY SENIOR CLASS

Gertrude Bowman
Gwendolen Bossi
Mary Vail Button
Margaret Fuller Clark
Mary Elizabeth Cole
Irene Fulton Franklin
Mildred Harriet Frost
Margaret Thornton Greeley
Eva Josephine Hamilton

Albion, Illinois
North Adams
Brandon, Vermont
North Andover
Kennebunk, Maine
Andover
Lawrence
Nashua, New Hampshire
Toledo, Ohio

Jane Carpenter Holt Muriel Archibald Johnson Helen Dorcas King Helen Turnbull Locke Gertrude Louise Lombard Elizabeth Middleton Luce Mary Frances Martin Marion Gladys Merrill Frances Moses Hazel Kathreen Noves Nadine Elizabeth Scovill Julia Elizabeth Sjöström Gertrude Ellen Stark Eleonore Kimbel Taylor Dorothy Morrison Tyler Margaret Eliza Worman

Andover Andover Springfield Chenchow, Hunan, China Haverhill Shanghai, China Warner, New Hampshire Portland, Maine Andover Chestnut Hill Waterbury, Connecticut North Andover BallardvaleNew Rochelle, New York Newburgh, New York Westport, New York

#### SPECIALS

Geraldine Murray Caroline Pease Richardson Harriet Burt Sanford New York City Janesville, Wisconsin Glen Ridge, New Jersey

#### ACADEMIC SENIOR MIDDLE CLASS

Margaret Ackroyd Edith Emerson Adams Hope Allen Ellinor Schell Blymyer Edna Grayson Dixon Susan Eugenia Dodge Dorothy Estelle Fisher Lucy Lincoln Ford Margaret Vinton French Vivien Smith Gowdy Joyce Gertrude Graham Catherine Greenough Lillian Bartram Grumman Katherine Olivia Kinney Constance Clifford Ling Doris McClintock Paulina Clara Miller Martha Elizabeth Morse Rosamond Patch Elizabeth Justine Pearsall Lucy Bailey Pratt Martha West Smith Elizabeth Stewart Caroline Elizabeth Wilkinson Ruth Christine Winn Bertha Frances Worman

Albany, New York Brattleboro, Vermont New Rochelle, New York Wilmette, Illinois Lowell Santa Monica, California Tallula, Illinois Sioux City, Iowa Andover Thompsonville, Connecticut Spring Green, Wisconsin Dallas, Wyoming Bridgeport, Connecticut Albany, New York Detroit, Michigan Manchester, New Hampshire Walkerville, Ontario, Canada Kewanee, Illinois Beverly Newark, Ohio Hartford, Connecticut Turners Falls Chicago, Illinois Santa Monica, California Winchester Westport, New York

#### COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Julia Conant Abbe Elsa Baalack Eliza Clark Bailey Miriam Bickford Mary Rockland Bushnell Anna Broadwell Parker Davidson Alice Abbott Davis Mary Lewis Delano Helen Garland Donald Mariorie Blanche Downs Mary Whipple Emery Doris Stone Graves Katherine Gage Hamblet Elizabeth Stanley Hawkes Hilda Apthorp Heath Anna Rushmore Hussey Mildred Linscott Florence Shaffter Matile Marjorie Chipman Miles Virginia Fleek Miller Herberta Austin Morse Muriel Moxley Mary Isabelle Parrott Helen Purdy Polk Louise Robinson Martha Munn Stockwell Margaret Dickinson Stone Helen Emilie Thiel Charlotte Vose Agatha Rosamond Wade

Dublin, New Hampshire Calumet, Michigan Harrisburg, Pennsylvania Worchester Andover Scranton, Pennsylvania Duluth, Minnesota Marion Andover Haverhill Kennebunkport, Maine Brookline Lawrence New York City Brighton North Berwick, Maine Woburn Brooklyn, New York Asheville, North Carolina Newark, Ohio Brookline North Andover Oxford, Maine Kansas City, Missouri Lakeville, Connecticut Trenton, New Jersey Chicago, Illinois Canton East Eddington, Maine AndoverAndover Cumberland Mills, Maine Corning, New York

#### IUNIOR MIDDLE CLASS

Sally Poole Bartlett Helen Bradley Ethel Madeline Dixon Margaret Ellsworth Foote Frances Joan Gasser Beatrice Laura Goff Amelia Hartel Elizabeth Warrington Hartel Florence Cressey Hinckley Frances Boyd Howe Margaret Hutton Frances Keany Dorothy Martin Marguerite Pendleton Morgan Margaret Eleanor Neelands Sylvia Thomas Nicholson

Helen Bancroft Walker

Leonore Eliza Wickersham

Georgia Warren

Andover Duxbury Lowell Andover Manhasset, Long Island AndoverWest Newton West Newton New Rochelle, New York Marlborough Manchester, New Hampshire AndoverChelsea AndoverPlandome, Long Island Bridgeport, Connecticut

Edith Ensign Page Winifred Brooks Simpson Carol Parker Perrin Helen Spence Pauline Elizabeth Steele Elizabeth Weld Katherine Weld Marianna Wilcox

Andover
Lowell
Hamburg, New York
Salem
New London, Connecticut
Rock
Rock
Dayton, Ohio

#### JUNIOR CLASS

Jane Bassett Baldwin Phyllis Anita Bankart Sarah Elizabeth Bodwell Dorothy Cleveland Katherine Damon Dorothea Kimball Flagg Elizabeth West Grover Ruth Bond Hill Margaret Tener Hopkins Caroline Dobree Iredell Lois Kirkham Amy Kwong

Lois Kirkham Amy Kwong

Dorothy Moxley
Elinor Katherine Sutton
Frances Torrey Thompson
Janet Warren
Kathrine Miller Weeks

Susannah Jane Welborn

Duluth, Minnesota West Roxbury AndoverLynn Waterloo, New York AndoverLynn AndoverSpringfield Plainfield, New Jersey New Britain, Connecticut Linchen Mines, Linchen, Chihli, North China North Andover AndoverAndover

# FIRST YEAR CLASS

Nathalie Bartlett Elizabeth Sanderson Flagg Emily Holt Mary Newton Eleanor Fernald Noyes Natalie Wicker Page Annetta Lillian Richards Priscilla Gage Sargent Andover Andover Andover Andover Newburyport Andover Malden Winchendon

West Roxbury

Evansville, Indiana

And over

# MUSIC STUDENTS

#### PIANO

Elsa Baalack Marea Miller Blackford Sarah Elizabeth Bodwell Mary Vail Button Marion Chandler Louise Rice Clement Amelia Hartel Elizabeth Stanley Hawkes Margaret Tener Hopkins Frances Boyd Howe Grace Myra Kepner Helen Turnbull Locke Dorothy Cleveland Katherine Damon Anna Broadwell Parker Davidson Susan Eugenia Dodge Mary Whipple Emery Dorothea Kimball Flagg Frances Joan Gasser Vivien Smith Gowdy Doris Stone Graves Elizabeth West Grover Dorothy Virginia Martin Doris McClintock Margaret Eleanor Neelands Eleanor Fernald Noyes Elizabeth Justine Pearsall Helen Purdy Polk Annetta Lillian Richards Martha West Smith Elizabeth Stewart Susannah Jane Welborn

Caroline Elizabeth Wilkinson

#### VOICE

Edith Emerson Adams Elizabeth Armstrong Gertrude Bowman Dorothy Cleveland Margaret Vinton French Virginia Edwards McCauley Marjorie Chipman Miles Esther Violet Milliken Elizabeth Caldwell Newton Priscilla Gage Sargent

Dorothy May Williams

#### ORGAN

Ethel Madeline Dixon

Lucy Lincoln Ford

Caroline Pease Richardson

#### VIOLIN

Gwendolen Bossi

Edna Grayson Dixon

Marjorie Blanche Downs

# VIOLONCELLO

Mary Frances Martin

#### ENSEMBLE

QUARTETTE

Elsa Baalack Gwendolen Bossi Edna Grayson Dixon Mary Frances Martin

#### HARMONY

Louise Rice Clement Anna Broadwell Parker Davidson Mary Whipple Emery Elizabeth Stanley Hawkes

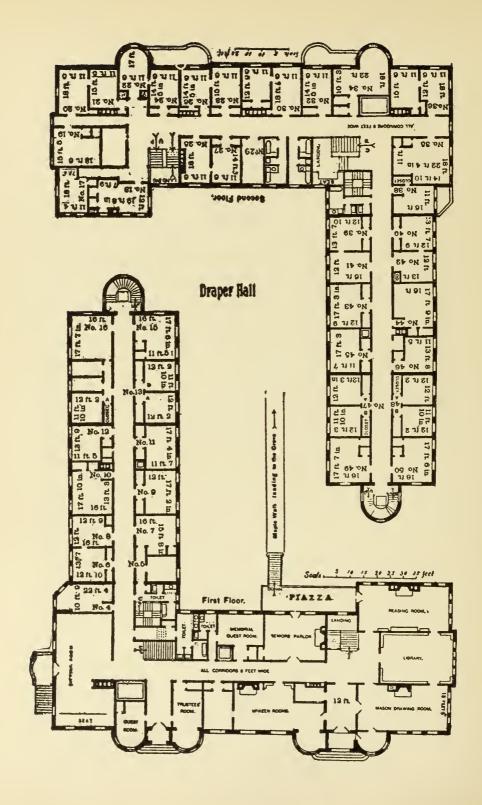
#### ART

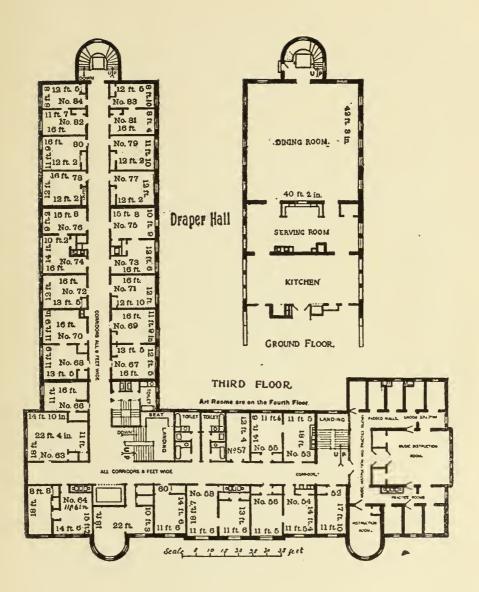
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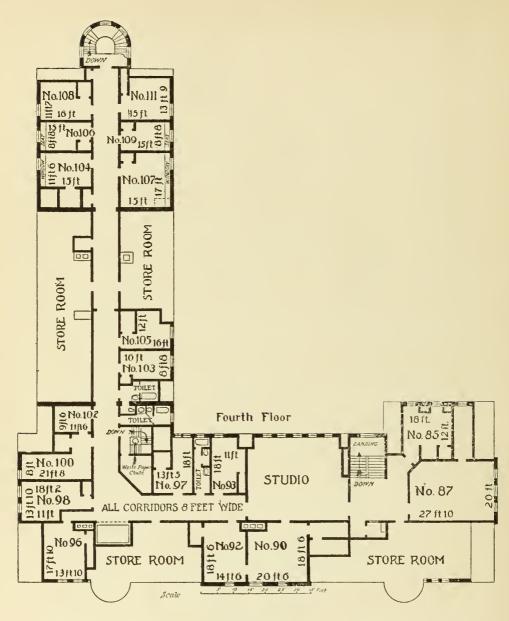
Dorothy Shapleigh

#### VOCAL EXPRESSION

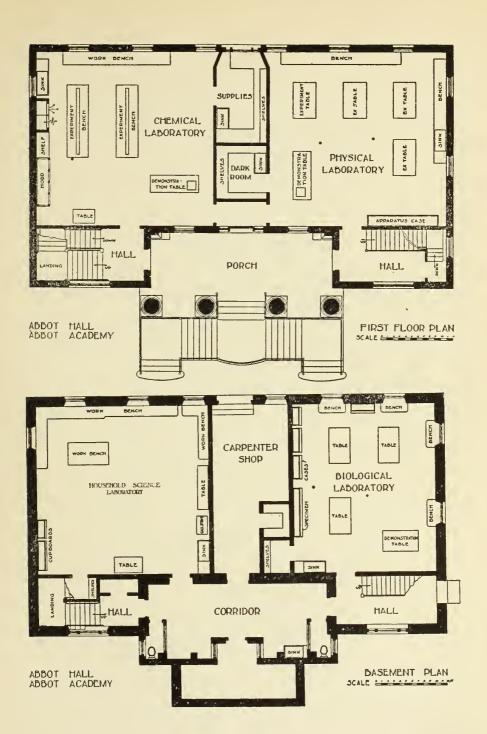
Ruth Evelyn Alley Jennie Marr Dunaway Dorothy Estelle Fisher Joyce Gertrude Graham Grace Myra Kepner Katherine Olivia Kinney



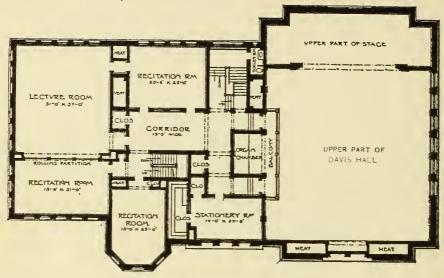




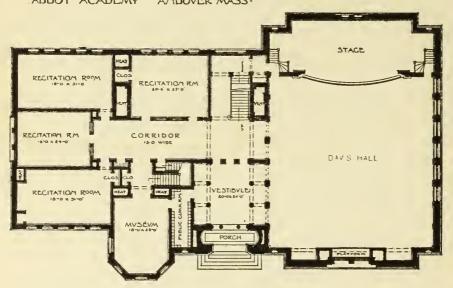
DRAPER HALL



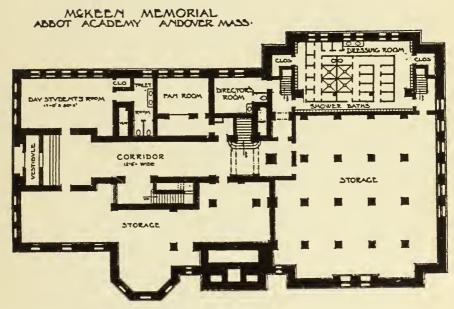
# MCKEEM MEMORIAL ADBOT ACADEMY AMDOVER MASS.



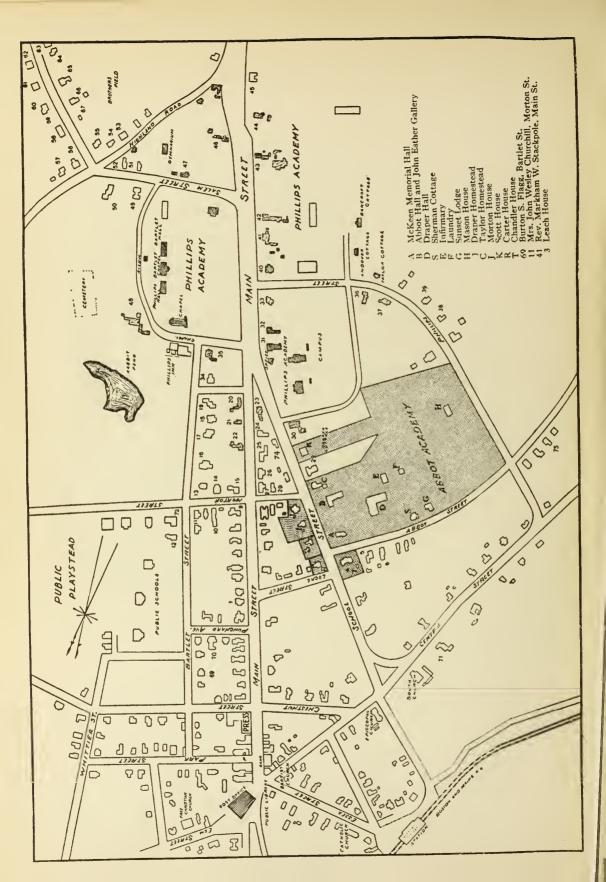
MSKEEN MEMORIAL
ABBOT ACADEMY ANDOVER MASS.



~ PLAM OF FIRST FLOOR~



-PLAM OF BASEMENT-







# ABBOT ACADEMY

ANDOVER, MASS.

1920-1921



# ABBOT ACADEMY ANDOVER, MASSACHUSETTS

# CIRCULAR OF INFORMATION

**FOR** 

1920-1921

ANDOVER 1920

# CALENDAR

# 1920-1921

1920				
June 8, Tuesday		Summer Vacation	School year en	ids
		Summer vacation		
September	15,	Day Students register at 9 A.M.		
September	15,	Boarding Students register before 6 P.M.		
September	16,	Thursday, 9 A.M.	Fall term begin	ıs
November	25,	Thursday	Thanksgiving	Day

#### Christmas Vacation

Fall term ends

1921			
January	5,	Boarding Students register before 6 P.M	
January	6,	Thursday, 9 A.M.	Winter term begins
January	29,	Saturday	First semester ends
January	31,	Monday	Second semester begins
March	24,	Thursday, 12 M.	Winter term ends

# Spring Vacation

April	6,	Boarding Students register before 6 P.M.	
April	7,	Thursday, 9 A.M.	Spring term begins
June	7,	Tuesday	School year ends

#### Summer Vacation

September 21, Day Students register at 9 A.M.
Boarding students register before 6 P.M.

December 16, Thursday, 12 M.

# TRUSTEES

The Hon. Marcus Morton Boston President ad interim BURTON SANDERSON FLAGG, A.B., Treasurer Andover EDWARD BARTON CHAPIN, A.B., Clerk Andover The Rev. Charles Henry Oliphant Methuen Mrs. John Wesley Churchill Andover GEORGE FERGUSON SMITH, A.B. Andover The REV. MARKHAM WINSLOW STACKPOLE Andover GEORGE GILBERT DAVIS North Andover The Rev. Charles Herrick Cutler, D.D. Waban Mrs. Grace Carleton Dryden Newark, N. J. Miss Bertha Bailey, Sc.B. Andover

# FACULTY

#### 1919-1920

BERTHA BAILEY, Sc. B., Principal	
Psychology, Ethics,	Christian Evidences
KATHERINE ROXANNA KELSEY, Assistant Princip	
NELLIE MARIA MASON	Physics, Chemistry
REBEKAH MUNROE CHICKERING, A. B.	History, English
	ture, History of Art
MARY ETHEL BANCROFT, A.B.	English
	tin, Ancient History
OCTAVIA WHITING MATHEWS, A.B.	Spanish, Latin
HELEN DUNFORD ROBINSON, A.B.	Latin
RUTH ELEANOR LANE, A.M. Mathematics, A	
HILDA BAYNES	French
FLORENCE STELLE (Mrs.)	French
	Household Science
JANET ELIZABETH DAVISON, A.B.	History
ELIZABETH COLE, A.B.	
	History, German
SARAH SANFORD (UTTER) FLETCHER (MRS.)	Physical Education
	hythmic Expression
BERTHA EVERETT MORGAN	Vocal Expression
Joseph Nickerson Ashton, A.M.	0 - 11
Choral Music, Pianofort	
EVELYN FRANCES HATHAWAY	Pianoforte
MABEL ADAMS BENNETT	Vocal Music
Marie Nichols	Violin
MILDRED GATES	Violin
Mary Snow Blaikie	Violoncello
Marion Louise Pooke, A.B.	Drawing, Painting

RACHEL AUGUSTA DOWD, A.B.
MARGARET CLARA WILKINS
JANET ELIZABETH DAVISON, A.B.
FRANCES AUGUSTA WHEELER, A.B.
OCTAVIA WHITING MATHEWS, A.B.
RUTH EVELYN MARCEAU, A.M.
MARY BISHOP PUTNAM {

CHARLOTTE JOHNSON, R. N. MARION CURTIS LITTLEFIELD, M.D. JANE BRODIE CARPENTER, A.M.

Secretary to the Principal Supervisor of Day Scholars

Librarian

B. House Superintendent

B. In charge of Sherman Cottage
In charge of Draper Homestead
In charge of Sunset Lodge
Supervisor of Cottages
Resident Nurse
In charge of Infirmary

I.D. Examining Physician
Keeper of Alunnae Records
and Curator of John-Esther Gallery

#### LECTURERS

PRESIDENT ELLEN FITZ PENDLETON, of Wellesley College. February 17, 1919. "The Value of Intellectual Curiosity."

EDITH WYNNE MATTHISON (Mrs. Charles Rann Kennedy) of New York. April 23, 1919. Dramatic interpretation of Shakespeare's Heroines.

MME. SUZANNE BING of the Theatre du Vieux Colombiers, New York.

May 10, 1919. "L'Ecole des Maris," Molière.

REV. WILLIAM F. SLOCUM, D.D., President Emeritus of Colorado College. October 13, 1919. "The League of Nations."

MR. CHARLES F. UNDERHILL of New York City. November 13, 1919. "The Rivals," Sheridan.

Miss SALLIE SIMPSON, of New York City.

November 22, 1919. "The Peace Treaty."

DEMETRA VAKA (Mrs. Kenneth Brown) of New York City. December 1, 1919. "The Awakening of Greece."

MR. and MRS. CHARLES RANN KENNEDY of New York.

April 15, 1920. Presentation of scenes from Shakespeare.

BARONESS FRANCES WILSON HUARD.

April 26, 1920. Americans from the French Point of View.

PROFESSOR SOPHIE CHANTAL HART, of Wellesley College.

May 1, 1920. Japan in War Time.

MISS MARY TAYLOR BLAUVELT, of Hartford, Connecticut. May 4, 1920. The Poetry of Robert Browning.

#### CONCERTS

THE BERKSHIRE STRING QUARTETTE, December 3, 1919.

MISS AURORE LACROIX, Piano. January 30, 1920. MISS GRETA TORPADIE, Lyric Soprano. February 28, 1920.

MISS MARIE NICHOLS, Violin. April 13, 1920. THE HAMPTON QUARTETTE, February 29, 1920.

#### SPEAKERS

MISS MABEL EMERSON Mrs. Sarah Fletcher REV. RALPH HARLOW ROBERT E. SPEER, D.D. Mrs. Otis Cary REV. J. EDGAR PARK MISS AMELIA TILESTON REV. RAYMOND CALKINS, D.D. REV. MARKHAM W. STACKPOLE

MISS BERTHA HARLAN

REV. CHARLES O. HENRY

MISS S. AGNES DONHAM REV. JOHN WILLIAMS, D.D.

PRESIDENT JOHN M. THOMAS

PRESIDENT CLARENCE A. BARBOUR, D.D.

PRESIDENT FRANK R. SHIPMAN

MISS MARION POOKE REV. CHARLES R. BROWN, D.D.

REV. ALBERT PARKER FITCH, D.D.

REV. E. VICTOR BIGELOW MISS ANGELA MELVILLE MISS ANNA BEECHER SCOVILLE

MRS. MARY W. MILLS

MRS. OLIVE TWICHELL CRAWFORD

REV. FREDERICK A. WILSON

PROFESSOR HENRY HALLAM TWEEDY

Dr. Josephine H. Kenyon REV. FREDERIC PALMER, D.D.

MISS MARION HAMBLET

Sermon to the graduating class, June 8, 1919, by Rev. David Brewer Eddy, of

Address to the graduating class, June 10, 1919, by Rev. Paul Revere Frothingham, D. D., of Boston.

# ABBOT ACADEMY

#### HISTORY

Abbot Academy was a pioneer in education for women. Founded in 1829 by the citizens of Andover, with far-sighted wisdom, for others besides their own daughters, it was the earliest incorporated school for girls in New England. From the very first, pupils from beyond the immediate vicinity took advantage of the unusual training thus afforded, relatively as important as the college education of today.

The school has a rich heritage in its history and traditions. Men and women of earnest purpose, working devotedly to uphold the dignity and nobility of educational ideals, have wrought their very lives into the fabric of the institution. The early trustees, men of weight in the community, of intellectual and practical wisdom, laid foundations broad and deep. In the constitution which they drew up, their high purpose was clearly stated: "To form the immortal mind to habits suited to an immortal being, and to instill principles of conduct and form the character, for an immortal destiny." Able and respected men and women, many of them of wide reputation, have nobly kept up the succession, generously giving their serious consideration to the larger policies of the school.

In the more intimate relation of teacher, fine minds and strong, true characters have left their impress on hundreds of girls, with a resulting cumulative influence for good im-

possible to measure.

During the middle period of its history, the long administration of Miss Philena McKeen, 1859-1892, the school became widely known and honored. The later period has been one of expansion and development, materially and edu-

cationally speaking. The plant has been enlarged by additional buildings and more adequate equipment, the teaching force has grown and the curriculum has been broadened, as the times have required. One such natural change was the introduction, about 1900, of the college preparatory work, which has attracted an increasing number of students. At the same time, the thorough and advanced training of young women, through cultural and practical studies, in the academic course, remains the basic purpose of the school.

In the early days, Abbot Academy girls became for the most part teachers, or wives of ministers and doctors, the educated men of the period. Today, in natural consequence of advanced study in collegiate and technical institutions, they ably fill positions of many kinds, — practical, professional, administrative. Though their ability has thus found more varied forms of expression, yet the same spirit of earnest devotion to the real values of life is manifest. The patriotic service, efficient and untiring, rendered by unnumbered women during the war period, and the higher test of noble, self-forgetful endurance of suspense and sorrow, give abundant evidence of the resourcefulness and steadfast courage of Abbot Academy alumnae. A great element of strength in the school today is the assurance of the affection and loyal interest of this body of women, scattered as they are in places of influence all over the world.

### LOCATION

Andover is an attractive New England town which has been for more than a century a centre of educational interests. The climate is healthful, the water supply pure and abundant. Boston, within twenty-three miles on the Boston and Maine railroad, offers opportunity for concerts, lectures and plays, and for visits to museums and libraries. The school has twenty-three acres of grounds, with lawns and walks, a fine grove of oaks, and plenty of room for outdoor sports.

#### BUILDINGS

Six substantial, modern, brick buildings and three frame cottages house the activities of the school. All these buildings are lighted by electricity and, except the cottages, are heated by a central outside plant.

ABBOT HALL, the first home of the school, was built in 1829. With its dome and classic porch, it adds dignity and distinction to the whole group of buildings. It was named in honour of Madame Sarah Abbot, whose generous gift made its construction possible. It contains the old Assembly Room, dear to generations of girls, the Observatory with a five-inch Clark telescope, and well-equipped laboratories for Physics, Chemistry, Biology and Geology, and Household Science.

Draper Hall, first used in 1891, was named in honour of Warren F. Draper, for many years the treasurer of the Academy, and the largest donor toward the construction of this building. It is the main residence hall of the school. Besides its dormitories and parlours, it contains an Art Studio on the fourth floor, Music Studios on the third, a Library, with a Reading-room adjoining, a Students' Sitting-room, with ample space for recreation, and a sunny Dining-room. On each floor are bath and toilet-rooms, fitted with modern plumbing, recently renewed and in thoroughly good condition. The facilities for protection by fire are adequate. Three broad stairways and an outside fire-escape afford ample exit. Rope fire-escapes are placed in every sleeping-room. Carefully tested lines of hose are on each floor, and chemical extinguishers are placed at convenient points. A night watchman is on duty from seven P.M. to six A.M., and makes his rounds regularly through the night. Fire drills are held, not only to facilitate rapid exit, but to teach the use of fire-escapes and extinguishers.

McKeen Memorial Hall, was opened in 1904. It was built through the gifts of the alumnae and friends of the

school, in loving memory of Miss Philena McKeen, for thirty-three years principal, and of her sister and first assistant, Miss Phebe McKeen. It contains a hall of fine proportions, the gift of Mr. George G. Davis, in memory of his father, the Honorable George L. Davis, which is used as an audience-room, and as a gymnasium. In Davis Hall is an organ, presented to the school by Mrs. Dorothy Davis Simpson, a granddaughter of Mr. George L. Davis. Below the gymnasium, are shower-baths with dressing-rooms and lockers, and a room for the physical director. The rest of the building has class-rooms, a large study hall for day scholars, with a comfortable sitting-room and a dressing-room for their use. The arrangements for seating, ventilation, heating and lighting are of the most approved type.

The John Esther Art Gallery, a fire-proof building, with a fine exhibition hall, lighted from above, was constructed in 1907. It contains a collection of oil paintings, bronzes and engravings, which, together with the money for the building, were a legacy from a former student, Mrs. Esther Smith Byers.

THE ANTOINETTE HALL TAYLOR INFIRMARY, constructed in 1913-14, is an attractive brick structure, architecturally harmonious with the older buildings. It contains baths, diet-kitchen, living-room, sun-parlour, and bedrooms, completely fitted for the care of the sick. Certain wards can be isolated in case of contagious diseases.

This building was constructed through the gifts of friends of the school, and was named in honour of Mrs. John Phelps Taylor of Andover, who has long been a warm friend

and benefactor of the school.

THREE ATTRACTIVE COTTAGES have recently been opened as residence houses for students. Sherman Cottage with rooms for ten students was first used in 1915, and the Draper Homestead with places for fourteen students, and Sunset Lodge, for eight students, were opened in 1918-19. These houses are all conveniently near to Draper Hall

Draper Hall where all the students have their meals. They are well heated and furnished, with recently installed plumbing and electric lights.

The School Laundry, is a substantial building of brick, fitted with electrical apparatus for laundry work. It contains an electric plant, which furnishes light to Abbot and Draper Halls, and it also contains ample room for storage.

#### LIBRARY

The Academy Library, of over six thousand volumes, catalogued by the Dewey card system, is a carefully selected reference library, especially well supplied with works for the study of Philosophy, English, French and German Literature, History, Science and Art. It includes the Jackson Memorial Library of over a thousand volumes, given in memory of the Rev. Samuel C. Jackson and his wife, which contains, besides works of general interest, a good collection of reference books on Biblical history and literature. New books are constantly added to every department. Students may use the library freely, as well as the reading-room, where they will find the leading magazines and newspapers.

#### RELIGIOUS INFLUENCE

Abbot Academy is not a sectarian school, but it is posi-

tively Christian.

Attendance at morning Church service on Sunday is required of all students. Parents or guardians should designate at the time of entrance whether pupils are to attend the South Church (Congregational) or Christ Church (Episcopal).

A weekly religious service is held at the Academy, either on Saturday or Sunday evening, conducted by the Principal, by the clergymen of the town, whose interest in the students is constant and helpful, or by out-of-town speakers.

The Abbot Christian Association, of which a large proportion of the students are members, has an important

influence. Through it, the greater part of the benevolent work of the school is carried on. Gifts are made yearly to Foreign and Domestic Missions, to the Hindman School in Kentucky, to Hampton Institute, to the Andover District Nurse, the Lawrence City Mission and to other causes. In recent years a delegation has been sent to the Student Conference at Northfield. Conference classes, under student leaders, are held each week, for Bible and mission study, and the discussion of present-day problems. Devotional meetings are held each week.

#### LECTURES

Lectures, readings and addresses are given during the year by some of the most distinguished speakers, writers and preachers of the country. These are partially provided for by the Alumnae Lecture Fund.

#### EXCURSIONS

Andover is located in a part of New England remarkable for its natural beauty, and for its literary and historic interest. The mountains and the North Shore are easily accessible, and the scenes of many events connected with our nation's history and literature.

Excursions are made each year to some of these points of interest: to Boston and Cambridge, to Concord and Lexington, to Salem and Marblehead, and to other places. After the mid-year examinations each year, the Senior Class is taken by the Principal to Intervale, N. H., in the heart of the White Mountains, for a few days of winter sports.

#### HEALTH

The development of personality is in a high degree conditioned on health. The health of the students is therefore a matter of primary concern to all who have the care of them.

The table is provided with abundant and wholesome food, and the programme is planned to allow ample time

for exercise, recreation and sleep. A graduate nurse is in residence nd has constant oversight over the health of the students.

The Taylor Infirmary, with its sunny rooms, and its quiet, is admirably adapted for a house of rest for faculty and students, and proves its value in preventing serious illness.

#### DRESS

In the matter of simple and appropriate dress, the

coöperation of parents is urgently requested.

While the school has not adopted a uniform dress, it insists that the dress of students shall be simple and suitable. Each girl should have one or more blue serge "Peter Thomson" suits for school wear, and similar suits in white serge or washable material for dinner and evening. Plainly made washable gowns may be worn for school during warm weather. Simple cotton gowns of white or light colors, attractively but not elaborately made, will meet the needs of all ordinary "dress" occasions. Each girl should have one white dress. Expensive jewelry is inappropriate and should not be furnished.

For school and street wear, necks of gowns must not be lower than the throat, nor sleeves above the elbow. Middy blouses are used for gymnasium and sports only. A tailored suit is desirable for church and street wear, and a loose warm wrap to be worn in passing from one building to another, is essential. A sweater of moderate weight is useful for sports. Proper walking shoes with broad, low heels, must be supplied for ordinary wear, and low shoes may not be worn during cold weather. High Cuban or French heels may not be worn. Rubbers, an umbrella and a waterproof coat are indispensable. These should be plainly marked with the owner's full name. Gymnastic suits should be ordered through the school. Measurement forms will be furnished on application.

Students who wear eye-glasses should be furnished with an extra pair so that their work need not be interrupted

if one pair is broken.

It is earnestly requested that no eatables except fresh fruit be sent to students except by special permission previously obtained from the Principal.

#### STUDENTS' ROOMS

The accommodations for students are thoroughly comfortable. The rooms are of good size, lighted by electricity, well heated, with good closet space, and plenty of light and air. There are single rooms, suites of two connecting rooms, and double rooms for two girls. Each student is furnished with a single bed, a bureau or dresser, wash-stand with separate toilet-set for each girl, a small writing-table, two straight chairs, a rattan couch and a bookcase. It is necessary to provide floor covering. Many students wish to supply a desk or writing table and an easy-chair. These are frequently rented. Rocking-chairs and Morris chairs are not permitted. A screen is desirable.

Bureau, washstand and table should have suitable covers. Couch covers, if used, and pillow covers should be of washable material. Victrolas and chafing-dishes should not be brought to the school. Students have the care of their own apartments. The occupants will be held re-

sponsible for all damage in their rooms.

Each student furnishes her own towels, six table napkins, six sheets, six pillow-cases (20 x 32 inches) and an extra pair of blankets. She should have two laundry bags, clearly marked with her own name, a shoe-bag, and a scrap-basket. Every article of clothing must be plainly marked with her full name. It is expected that laundry will be done at the school.

Every effort is made to encourage simplicity and good taste in the arrangement of students' rooms, and order and neatness are required.

#### SPENDING MONEY

It is an important part of a girl's training to learn to spend money wisely. Parents are requested not to allow their daughters more than two dollars a week for personal uses, beyond what is necessary for books and clothing, and a smaller sum is desirable. A deposit of fifty dollars to cover this allowance, and such other incidentals as books, concerts and lectures, should be made with the Principal at the beginning of the year. This sum is placed in the school bank. Each student is furnished a school bank-book and check-book, and is permitted to draw upon this account weekly, at stated times. When the deposit is exhausted, checks will not be honoured. In order that this banking system may be of value as a training in business methods, it is of importance that no money be received by the student except through this channel.

#### PHYSICAL EXAMINATION

A physical examination is made by a woman physician employed by the school before a student is permitted to engage in active sports or heavy gymnastics. The fee for this examination is one dollar.

# REGISTRATION ABSENCE, VISITORS

Prompt attendance at the beginning of each term is of the utmost importance because the first instruction is usually the keynote of all the coming work, and teachers cannot give special care to those who lose it. Failure to keep up with class work during the whole semester is often the consequence of tardiness. No social demand or anything that is not imperative should call a student from her duties.

The penalty for failure to register at the appointed time after vacation is a loss of privilege, to be determined by the faculty. All lessons missed must be made up, and paid

for at the regular rate for tutoring.

Students will not be received before the day set for

registration, except by special arrangement.

No requests for leave of absence should be made immediately before or after regular holidays, as it is impossible to grant special privileges at such times without seriously interfering with the discipline of the school.

A written note of permission must be sent to the principal by parents or guardians for absence from town at any time, other than regular holidays, except on trips arranged

by the school.

The weekly recreation time is from Tuesday after half-past three to Wednesday afternoon at half-past five o'clock. Absences may be permitted by the principal at this time, but it is not expected that any pupil will ask for leave of absence either to go home or elsewhere, more than twice each term, other than at times of regular holidays. Frequent absences are disturbing to the school as well as to the student. Leave of absence is not granted to those whose conduct or work is not satisfactory.

Parents are requested to have dressmaking, shopping

and dentistry attended to during vacations.

Under proper chaperonage, students may attend concerts, lectures, and other entertainments in Boston or

elsewhere, with the approval of the Principal.

Visits from friends may be received on Wednesdays. A list of persons from whom calls may be allowed should be prepared by parents and given to the Principal at the beginning of the school year.

Permission for visits to be made or received on Sunday should not be requested, and leave of absence on that day will only be granted on account of illness or for some equally

important reason.

Correspondence should be controlled by the parents and should not be large, as the demands of school work allow little time for letter-writing.

# SCHOOL GOVERNMENT

It is the purpose of the school to train its students to regulate their own lives wisely. A constant endeavor is made, therefore, to secure their intelligent coöperation in the conduct of the school. A close and friendly relationship between teachers and students helps toward mutual understanding. The student body constitutes a Student Council, directed by a Representative Committee composed

of representatives from each class, together with the senior heads of the important school organizations. The Representative Committee has an oversight of the conduct of the students throughout the town, and is in charge, through a system of proctors, of the good order of the house. In this way a strong body of opinion has been formed in favor of dignity and good order, and the discipline of the school presents few problems. If a student prove untrustworthy, it would seem more just to dismiss her from the school than to limit the privileges of other students. Should it appear to the Faculty that a student's influence is harmful, her connection with the school might be severed, even were there no special act of insubordination.

We urge parents to aid us in inspiring a spirit of willing conformity to the usages and regulations of the school. A frank correspondence between parents and the Principal is greatly to the advantage of both school and pupil, and letters of inquiry from parents about the standing and progress of their daughters will be gladly answered.

#### THE PHILLIPS INN

The Phillips Inn, Mr. John M. Stewart, proprietor, offers comfortable accommodations for visitors to Andover. As its capacity is limited, rooms should be secured in advance, particularly for special occasions, such as the opening of school or the Commencement season.

There are a number of private houses, also, where rooms may be secured.

# COURSES OF STUDY

#### ADMISSION

For admission to the Academy, English Grammar, Geography, Arithmetic and United States History must have been completed as required for entrance to High School. The regular course requires five years, but more time must be given if Music, or Drawing and Painting are studied. Under the advice of the Principal, pupils may enter classes as they are prepared for them. Examinations at entrance are not required except for admission to the Senior class; for other work, credentials from principals of other schools will be accepted, and the pupil will be tested in classes here. College preparatory students should bring credentials from accredited schools and must accept our requirements for college work.

#### APPLICATION

The application and credential blanks in the back of the circular should be filled out, signed, and sent to the Principal, together with letters of recommendation concerning moral character. Information about previous condition of health, or other matters which may be helpful in arranging for the welfare of the pupil, should be sent with the application. The engagement is understood to be completed for the year when the application is accepted and filed at the school, and the fee of twenty-five dollars for reservation of place has been paid. This amount is credited on the yearly tuition bill, but is forfeited if the place is not taken. Places thus engaged are understood to be taken for the whole year or for that part of it remaining after the engagement has been made, and those who place pupils under our care are understood to accept the conditions defined in this circular.

#### ACADEMIC COURSE

The aim of the Academic Course is to give thorough general training. It demands two years of work beyond

the ordinary High School course.

A diploma will be given to those who complete fourteen full courses, in addition to English, Bible, Reading and Speaking, Art, Choral Music and Gymnastics, which are required of all students. A full course is one of not less than three recitations a week throughout the year. The fourteen full courses must include the following: Language, four, including Latin I and II or Greek I and II; Mathematics, two, Algebra and Plane Geometry; History, two, including History IV (History of the 18th and 19th Centuries, and History of the Fine Arts); Physics or Chemistry, one; Philosophy, one; English Literature, one; General Literature, one.

A candidate for graduation may not have a yearly average below C in more than two courses during the

Senior Middle or Senior years.

No account will be taken of less than one year's work in any language.

Music, or Drawing and Painting, may be counted as one

half-course at the discretion of the Principal.

The school does not hold itself bound to form classes in electives for less than three students.

# COLLEGE PREPARATORY COURSE

The College Preparatory course meets the requirements of the leading colleges for women. The school holds the right of certifying students for college entrance from the New England College Entrance Certificate Board. It prepares students for examinations for entrance to all the principal women's colleges.

A diploma certifying the completion of the College Preparatory course will be given to those only whom the school is prepared to certificate in all the subjects required for college entrance, or to recommend for examination in all the subjects required for college entrance. For such certification or recommendation the student must maintain during each of the last two years of college preparatory work an average standing not less than B in each subject studied. Satisfactory rank must be maintained also during the earlier years of the course.

No certificate will be given for work not done here, nor for less than one year's work in the school. By special permission from the college, a partial certificate may be obtained from another school and completed by a certificate

from this school.

Although occasional exceptions are made, the school prefers not to receive students for one year only of college preparatory work. A single year of work is ordinarily disappointing to the pupil and unsatisfactory to the school.

Students in this department must conform to the general schedule in planning their course and must not expect to complete their work in less time than is recommended by the Principal. A strong student may complete her college preparatory work in four years, but for the average student five is necessary. For the best arrangement of work it is important that the choice of a college should be made early in the course. The school does not give reviews except in the regular classes.

Attention is called to the recent change in the method of admission to Vassar, Wellesley, Smith and Mt. Holyoke colleges, requiring examinations from all candidates for entrance. This ruling became effective in September, 1919.

Unless, in the opinion of a physician, it is unwise that she should do so, each student is required to take the regular work in physical education.

All studies will be assigned according to the judgment of the Principal, with reference to the requirements of the

school, and the aim of the pupil.

A quarterly statement of the standing of each student in class work and in conduct is sent to her parents or guardians.

A diploma will not be given for one year's work in the school except in the case of excellence in scholarship.

# STUDY PROGRAM

#### FIRST YEAR

#### ACADEMIC AND COLLEGE PREPARATORY

English I	(4)*	Chorus Singing	(1)
Latin I or Greek I	(5)	Gymnastics or Rhythmic Ex- pression	(2)
Algebra and Mental Arithmetic	(4)	Spelling and Handwriting	(2)
Reading and Speaking	(2)	Civics	(1)
Art	(2)		(1)
J	UNIOR	YEAR	
Academic an	D COLLE	ge Preparatory	
English II	(4)	Reading and Speaking	(1)
Latin II or Greek II	(4)	Art	(1)
Geometry	(4)	Gymnastics or Rhythmic Expression	(2)
French, German or Spanish or	(5)	Bible I	(1)
History I	(4)		
TIMITO	D MIDE	NY ID AZDA D	

#### JUNIOR MIDDLE YEAR

3			
Academic		College Preparatory	
Required Courses			
English III	(3)	English III (3)	
French, German or Spanish	(5)	Latin III (4)	
Gymnastics and Dancing	(2)	French, German, Spanish or Greek (5)	
Chorus Singing	(1)	History I or II (4)	
Bible II	(1)	Algebra (2 or 3)	
Art or Reading and Speaking	(1)	Gymnastics or Rhythmic Ex- pression (2)	
		Chorus Singing (1)	
		Bible II (1)	
		Art or Reading and Speaking (1)	
Elective Courses			
Greek	(5)		
Latin	(5)		
French	(5)		
German, Spanish	(5)		
History I, II	(4)		
Biology	(4)		

<sup>\*</sup>The numbers in parentheses indicate the number of appointments per week in each subject.

## SENIOR MIDDLE YEAR

ACADEMIC COLLE GE PREPARATO			ť		
Required Courses		Required Courses			
English IV	(1)	College English I	(4)		
English Literature	(4)	Latin IV	(5)		
Physics or Chemistry	(8)	French, German or Greek	(5)		
Gymnastics or Rhythmic Expression	(2)	Algebra	(3 or 2)		
Bible III	(1)	Gymnastics or Rhythmic Ex- pression	(2)		
Art of Reading and Speaking	(1)	Bible III	(1)		
History I, II or III	(4)				
Elective Courses	Elective Courses				
Greek	(5)	Greek			
Latin	(5)	German			
German	(5)	French,	(5)		
French, Spanish	(5)	Spanish			
History, I, II, III	(4)	Physics or Chemistry	(8)		
Astronomy, 1st Semester	(4)	History I, II, III	(4)		
Geology, 2nd Semester	(4)				
Household Economics I	(4)				
	SENIO	R YEAR			
Academic		College Preparatory	,		
Required Courses		Required Courses			
English V	(1)	College English II	(4)		
General Literature	(3)	Latin V	(5)		
History IV	(4)	French or German	(5)		
Philosophy	(4)	Mathematics review	(4)		
Gymnastics or Rhythmic Ex- pression	(2)	Gymnastics or Rhythmic Ex- pression	(2)		
Bible IV	(1)	Bible IV	(1)		
Elective Courses		Elective Courses			
Shakespeare	(1)	German, French or Spanish	(5)		
Household Economics I or II	(4)	Physics or Chemistry	(8)		
German, French or Spanish	(3)	History	(4)		
History I, II, or III	(4)	,	(-)		
Current Events	(2)				
Science	(4)				
Reading and Speaking	(1)				
Art	(1)				

# DEPARTMENTS

The courses of study are described as offered during the year 1919-1920. They are subject to change.

## LATIN

The object of this course is to enable the pupils, by a thorough drill in grammar, syntax, and sight reading, to translate intelligently the classical authors, and to write good Latin prose. An attempt is made to cultivate an appreciation of the style, literary value, and historical setting of the selections read, and to awaken an interest in Roman life and literature.

# FOUR YEARS COURSE

LATIN I. 5 periods a week. Smith, "Latin Lessons".

LATIN II A. 5 periods a week.

Caesar, 4 books or equivalent. "Gallic War", Bennett. Composition — Baker and Inglis, "Latin Composition, Part I".

LATIN IV. 5 periods a week.

Cicero — D'Ooge, "Select Orations".

Composition — Baker and Inglis, "Latin Composition, Part II".

LATIN V. 5 periods a week.

Vergil — Fairclough-Brown, "Aeneid", 5 books.

Ovid — Gleason, "A Term of Ovid".

Composition — Baker and Inglis, "Latin Composition, Part III".

# FIVE YEARS COURSE

LATIN I. 5 periods a week.

Smith, "Latin Lessons".

LATIN II B. 4 periods a week.

Smith, "Latin Lessons", concluded. Review of forms.

Reading - Nutting, "First Latin Reader".

Caesar — Potter, "New Method for Caesar".

Composition — Tyng, "Latin Prose Exercises".

LATIN III. 4 periods a week.

Caesar — "Gallic War", Bennett.

Nepos — Roberts, "Nepos".

Composition — Baker and Inglis, "Latin Composition, Part I".

LATIN IV. 5 periods a week. As above.

LATIN V. 5 periods a week. As above.

# GREEK

5 periods a week.

GREEK 1.

Benner and Smyth, "Beginner's Greek Book".

GREEK II.

Goodwin and White, "Anabasis", Books I, II, III.

Sight translation in Anabasis.

Pearson, "Greek Prose Composition".

Goodwin, "Greek Grammar".

Greek III.

Benner, "Selections from Homer's Iliad".

Selections from Xenophon taken from Flagg, "A Writer of Attic Prose".

Pearson, "Greek Prose Composition".

Palmer, "Odyssey".

Lectures and reference work in Greek Mythology, History of Greek Literature and Homeric life.

#### FRENCH

5 periods a week.

French is the language of the class-room in so far as is practical. Opportunity is given for French conversation in the dining-room.

## FRENCH I.

Grammar and Composition — Meras, "Le Premier Livre"; The New Chardenal.

Reading — Books such as the following are read: Malot, "Sans Famille"; Legouvé et Labiche, "La Cigale chez les Fourmis"; Guerber, "Contes et Légendes".

## FRENCH II.

Grammar and Composition — Siepman, "Primary French Course", Second Part.

Reading — Books such as the following are read: Sand, "La Mare au Diable"; Merrimée, "Columba"; De la Bédollière, "La Mére Michel et son Chat"; Bruno, "Le Tour de la France"; Michelet, "La Prise de la Bastille"; Labiche et Martin, "La Poudre aux Yeux"; Augier et Sandeau, "Le Gendre de M. Poirier"; Lamartine, "Jeanne d'Arc".

# FRENCH III.

Grammar — Fraser and Squair, "French Grammar", Part II.

Composition — Bouvet, "French Syntax and Composition".

Reading — Such books as the following are read: Loti, "Pêcheur d' Islande"; Souvestre, "Un Philosophe sous les Toits"; Lesage, "Gil Blas"; Sandeau, "Mlle. de la Seiglière"; Hugo, "Hernani"; Molière, "L'Avare"; Voltaire, "Prose Selections"; Vigny, "La Canne de Jonc"; Hugo, "La Chute"; Lamartine, "Scènes de la Révolution Française"; Scribe et Legouvé, "La Bataille de Dames".

## FRENCH IV

(Open only to those of excellent attainment.)

Study of the development of the language and literature from the earliest times to the Romantic School. Duval's "Histoire de la Littérature Française" is used as a textbook, although constant use is made of the French and English books in the library. Reading from some of the following: "La Chanson de Roland" (translation), Ronsard, Corneille, Racine, Molière, Mme. de Sévigné, Boileau, Voltaire, André Chenier. French is used exclusively in the class-room, and papers are presented in that language.

All text-books are subject to change.

## GERMAN

5 periods a week.

German is in constant use in the class-room. Special effort is made that the students should acquire facility in conversation, so that the language becomes to them a living matter. The German table also offers an opportunity to this end.

# GERMAN I.

Grammar and Composition—Collar, "First Year German".

Reading — Books such as the following are read: Guerber, "Märchen und Erzählungen"; Foster, "Geschichten und Märchen"; Müller, "Glück Auf"; Spyri, "Rosenresli"; Stern, "Geschichten vom Rhein".

Poetry — Wenckebach, "Schönsten Deutschen Lieder". German II.

Grammar — Joynes-Meissner, "German Grammar". Review of the grammar and syntax.

Composition — Pope, "Writing and Speaking German".

Reading — Books such as the following are read: Jensen,
"Die braune Erica"; Storm, "Immensee"; Schiller, "Der
Neffe als Onkel"; Gerstäcker, "Germelshausen"; Baum-

bach, "Das Habichtsfräulein"; Zschokke, "Der zerbrochene Krug"; Wildenbruch, "Das Edle Blut", "Neid"; Benedix, "Hochzeitsreise", "Der Dritte"; Heyse, "Anfang und Ende"; Schiller, "Wilhelm Tell"; Lessing, "Minna von Barnhelm"; Riehl, "Fluch der Schönheit", "Burg Neideck".

Poetry — Wenckebach, "Schönsten Deutschen Lieder".

# GERMAN III.

Grammar — Joynes-Meissner, "German Grammar".

Composition — Pope, "Writing and Speaking German".

Reading — Chamisso, "Peter Schlemihl"; Hauff, "Lichtenstein"; Scheffel, "Trompeter von Säkkingen", "Ekkehard"; Freytag, "Die Journalisten", "Aus dem Staat Friedrichs des Grossen"; Kleist, "Michael Kohlhaas"; Heine, "Die Harzreise"; Schiller, "Jungfrau von Orleans", "Gustav Adolf in Deutschland"; Goethe, "Iphigenie", "Hermann and Dorothea", "The Vicar of Sesenheim"; Arnold Werner-Spanhoofd, "Aus vergangener Zeit"; Lechner, "German Passages for Practice of Unseen Translation".

Poetry — Wenckebach, "Schönsten Deutschen Lieder".

# GERMAN IV

More detailed study of the History of German Literature. Study and analysis of representative dramas and novels of Modern German Literature.

Independent translations, and writing of German themes upon assigned subjects.

Texts — Stroebe-Whitney, "Geschichte der deutschen Literatur"; Whitney-Stroebe, "Easy German Composition" and "Advanced German Composition".

The text-books in all classes are subject to change.

## SPANISH

5 periods a week.

Spanish is used in conducting recitations and further opportunity for conversation is offered at the Spanish table in the dining-room.

There is practice in taking dictation.

A limited number of Spanish proverbs, poems and songs are memorized.

## SPANISH I.

Grammar and Composition — Hills and Ford, "First Spanish Course".

Reading, with composition and conversation based upon the text. Books such as the following are read: Marcial Dorado, "Primeras Lecturas en Español"; Valera, "El Pájaro Verde"; Carrión y Aza, "Zaragüeta".

# SPANISH II.

Grammar and Composition — Moreno-Lacalle, "Elementos de Español". Waxman, exercises in Spanish composition; "A Trip to South America".

Reading — Books such as the following are read: Marcial Dorado, "España Pintoresca"; Altamirano, "La Naridad en la Montaña"; Alarcón, "El Capitán Veneno"; Galdós, "Marianela".

# SPANISH III.

Composition — Wilkins, "Elementary Spanish Prose".

Reading — Books such as the following are read: Galdós, 
"Doña Perfecta"; Valdés, "José"; Echegaray, "El Gran Galeoto"; Cervantes, "Don Quixote" selections.

## HISTORY

The object of the history course is to give the students a foundation of fact and to teach them to understand the social, political and religious growth of peoples and institutions, and the influence of great men in history. Careful training is given in the use of reference books, and the study of the text-book is supplemented by much collateral work.

The history of Fine Arts is studied by the aid of a valuable library of the best works of reference on these subjects, and is illustrated by a collection of more than three thousand photographs, engravings and casts, besides eight hundred lantern slides.

HISTORY I. 4 periods a week.

English History.

Larson, "English History".

HISTORY II. 4 periods a week.

Ancient History. Webster, "Ancient History". Meets college entrance requirements.

HISTORY III. 4 periods a week.

American History and Civics. Hart, "New American History". Meets college entrance requirements.

HISTORY IV. 4 periods a week.

2 periods a week — History of the 19th Century.

Hazen, "Modern European History".

2 periods a week — History of Fine Arts.

Lectures, illustrated with slides and photographs; the making of illustrated notebooks; text-book and reference work.

Current Events — 2 periods a week.

News of the day studied with reference to its bearing on European and American History.

### ENGLISH

Systematic work in English is an essential part of every student's program throughout her connection with the school.

The purpose of the English course is to train the student to think clearly, and to speak and write good English; to stimulate and foster in her a genuine interest in literature through the study of masterpieces.

ENGLISH I. 4 periods a week.

Word Study.

Grammar — Buehler, "Modern English Grammar".

Composition — Weekly themes; sentence and paragraph structure, simple description and narration, letter-writing. Hitchcock, "Enlarged English Composition".

Literature — Selected readings. In 1919-1920, these included Scott, "Ivanhoe", and "The Lady of the Lake"; Irving, "The Sketchbook"; Shakespeare, "A Midsummer Night's Dream" and "The Merchant of Venice"; Kipling, "Captains Courageous"; Selections from American Poetry.

Spelling and Handwriting — 2 periods a week.

ENGLISH II. 4 periods a week.

Grammar and Rhetoric — Herrick and Damon, "Composition and Rhetoric".

Composition—Weekly themes. Paragraph-structure, description, narration, exposition, letter-writing, versification.

Literature — Selected readings. In 1919-20 these included: Shakespeare, "As You Like It" and "Julius Caesar"; Old Testament Narratives (through "Judges"); Hawthorne, "The House of Seven Gables"; Scott, "Marmion"; George Eliot, "Silas Marner"; Arnold, "Sohrab and Rustum", and "The Forsaken Merman"; Stevenson, "Dr. Jekyll and Mr. Hyde"; Tennyson, "The Idylls of the King".

ENGLISH III. 3 periods a week.

Grammar — Review.

Composition — Paragraph-structure, construction of the theme, the essay, versification. Weekly long themes. Reports of current events. Herrick and Damon, "Composition and Rhetoric".

Literature — Selected readings. In 1919-20, these included: Shakespeare, "Twelfth Night", "Richard II"; Goldsmith, "She Stoops to Conquer"; Addison, "Sir Roger de Coverley Papers"; Macaulay, "Essay on Johnson"; Pope, "The Rape of the Lock"; Poe, "Selected Tales"; Dickens, "The Tale of Two Cities"; "The Golden Treasury", Books II and III; and Old Testament Narratives, — Ruth, Esther, Kings, etc.

# ENGLISH IV.

Literature — 4 periods a week.

Historical and critical study of English Literature from the earliest time to 1832, based on Long's "History of English Literature", and typical masterpieces of the successive periods.

Composition — 1 period a week. Themes, criticism, versification.

Thorough preparation in English Grammar, tested by an examination, is a pre-requisite for this course.

## ENGLISH V.

Literature — 3 periods a week.

First Semester — A course in general literature, based on the study of representative classics of the world (in translation).

Second Semester — A course in the poetry and prose of the Nineteenth Century.

Composition — 1 period a week. Themes including the writing of a play, criticism, study of the novel, and of contemporary writing.

## SHAKESPEARE.

1 period a week. Study of the development of Shakespeare's art. Six plays.

COLLEGE PREPARATORY.

The special College Preparatory English work extends over two years, and fully meets the requirements as adopted by the Commission of New England Colleges.

## PHILOSOPHY

This course includes the elements of Psychology, Ethics, Theism and Christian Evidences. Psychology is used as a basis for the study of the ethical and religious nature of man.

James, "Shorter Psychology"; Dewey and Tufts, "Ethics"; Flint, "Theism"; Row, "Christian Evidences".

## MATHEMATICS

All students are required to complete a year's work in Elementary Algebra, and a year's work in Plane Geometry.

College Preparatory students take additional work in both subjects before taking up the work of the Senior year. A review of both Algebra and Geometry, completing the college requirement, is given in the Senior year.

Text books used in 1919-20: "Elements of Algebra" by Schultze; "Algebra" by Wells and Hart; "Second Course in Algebra" by Hawkes, Luby-Touton, "A Review of Algebra" by Rivenburg, "Plane Geometry" by Darell and Arnold, "Plane Geometry" by Wentworth and Smith.

# SCIENCE

The aim of the several courses in Science is to develop the power of observation, to acquaint the student with scientific methods, and to give a good foundation in the elements of each subject studied. The laboratory method is followed; the library is well supplied with reference books, and text-book work is supplemented by collateral reading and informal lectures.

CHEMISTRY. 8 periods a week including laboratory work.

A study of the more ir and their compounds, with emphasis upon the practical application of the science in every-day life; theories and laws underlying simple chemical processes, with constant practice in the solution of problems; individual laboratory work under the supervision of the teacher, including several experiments of a quantitative nature.

This course meets the college entrance requirements. Physics. 8 periods a week including laboratory work.

Elements of mechanics, sound, heat, light, magnetism, and electricity.

Emphasis upon the practical application of principles; constant practice in solution of problems; lecture table demonstrations, and at least forty experiments, quantitative in nature, under the supervision of the teacher.

This course meets the college entrance requirements.

ASTRONOMY. 4 periods a week, first semester.

A general survey of present knowledge of the universe and of the methods by which this knowledge has been obtained, naked-eye study of constellations, telescopic observations of the sun, moon, and major planets, with a fine five-inch Alvan Clark telescope, equatorially mounted.

Geology. 4 periods a week, second semester. Field work.

A general survey of forces now acting upon the earth's crust and their action in past time as shown in structure. Brief outline of development of the earth. Field study of river, glacier, and seashore phenomena.

BIOLOGY. 4 periods a week.

First Semester — A general introduction to animal morphology and physiology, concluding with a study of the

structure and functions of the human body, and the hygienic measures necessary to insure its good health. Laboratory study of types illustrative of the main subdivisions.

Second Semester — Elements of morphology, physiology and ecology of plants, with some study of the leading groups, especially among the higher plants. Laboratory study of conditions affecting the germination and growth of the seed, and of the structure and functions of root, stem, leaf and flower.

Throughout the entire course emphasis is laid on the interdependence of various forms, and on the relations of animals and plants to man. Materials for study, microscopes and necessary instruments are provided for each student.

# HOUSEHOLD ECONOMICS

Open only to members of the Senior Middle and Senior classes, and to High School graduates.

HOUSEHOLD ECONOMICS I. 4 periods a week.

Senior or Senior Middle year.

*Household Management* — 1 period a week. Housewifery, marketing.

Dietetics — 1 period a week. The food problem; cost, food principles, dietary standards, special diet.

Laboratory — 2 periods a week. Cookery, food experiments.

HOUSEHOLD ECONOMICS II. 4 periods a week.

Senior year.

House building — location, sanitation, 1 period a week. Household Management — 1 period a week; first semester. Division of income. Personal and household accounts.

Study of Textiles — Production, cost, use, care. 1 period a week, second semester.

Laboratory — 2 periods a week. Special Cookery, first semester. Needlework, second semester.

Laboratory charges are made for materials in both courses.

Either Physics or Chemistry is a pre-requisite for either course. If neither of these sciences has been taken earlier, one may be taken during the same year as the Household Economics.

## BIBLE

Bible is required of all students during each year of the course, except the first.

The object of the Bible study is to familiarize the student with the biography, history and literature of the Old and New Testaments, and with the teachings of Jesus and of St. Paul.

BIBLE I. 1 period a week.

The Life of Christ.

BIBLE II. 1 period a week.

The Literature and History of the Old Testament.

BIBLE III. 1 period a week.

The Teachings of Jesus.

BIBLE IV. 1 period a week.

The Founding of the Church; the Teachings of St. Paul.

# MUSIC

The department of music offers systematic instruction in pianoforte and organ playing; in violin and violoncello playing; in singing; and in harmony, musical theory and history. The ability, acquirements and purpose of each student are carefully examined before work is assigned, and the course of instruction is determined by the needs of the individual student.

It is strongly urged that, particularly during the early stages of their work, pupils should meet their instructors twice a week.

#### PIANO

Special attention is given to the attainment of a correct touch and to developing a thorough technical foundation, according to the best modern methods. A thorough musical knowledge and a substantial basis for musical appreciation and interpretation are sought through the careful study of standard works for the piano.

The following authors are studied: Cramer, Heller, Bach, Krause, Clementi, Kullak, Joseffy, Philipp, Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Liszt, Brahms, Rheinberger, Saint Saens, Grieg, MacDowell, Debussy.

#### ORGAN

Students having adequate piano technique may study the organ, opportunity for which is afforded by the twomanual electric organ in Davis Hall. Compositions by Bach, Rheinberger, Guilmant, Widor and other distinctive organ composers are studied. Attention is also given to the requirements of the Church Service.

#### VIOLIN AND VIOLONCELLO

In the work in violin and violoncello, effort is made to establish a foundation of technique which will permit the development of power of interpretation and appreciation, by the study of the great compositions written for these instruments.

A string quartette offers opportunity for ensemble work.

#### VOCAL

The vocal department gives instruction in correct breathing and tone-placing and carefully develops the voice. Special attention is paid to voice quality and flexibility,

and to diction, phrasing and interpretation. Italian, English, French and German songs are studied, and, by advanced pupils, selections from Opera. Vocalizes by Marchesi.

HARMONY AND HISTORY OF MUSIC. 2 periods a week.

The fundamental principles of music as embodied in the study of harmony. Written exercises on basses, figured and unfigured, and harmonization of given melodies. Modulation and non-harmonic notes. Analysis of harmony in compositions by the best writers. The general history of music, together with study of the lives, works and influence of the greatest composers.

The entire course covers two years' work. Each year's work is made a unit, and students may begin the course in either year. Supplemented by an extra hour of private instruction weekly in the second year, this course meets the music requirement, counting one point, for admission to college.

# GENERAL MUSICAL ADVANTAGES

Instruction is given to all pupils in chorus and hymn singing, and there are general lectures on musical history and appreciation.

The Fidelio Society for the more advanced study of choral music and part singing, is composed of twenty-four selected voices. The Fidelio sings at special services during the year and at the public occasions at Commencement time.

The Sunday evening service is frequently held in Davis Hall with special choral music accompanied by the organ. This service is followed by a short recital by the organist.

In addition to the general Choral Class and the Fidelio Society, the School Glee Club enjoys the study of lighter music, and gives much pleasure to the school by occasional recitals, and by singing on the less formal school occasions.

Recitals by the pupils in all departments accustom them to public performance.

A series of recitals by distinguished artists is given each

year in Davis Hall.

Season tickets for reserved seats at the Friday afternoon rehearsals of the Boston Symphony Orchestra are bought by the school for the use of those desiring them; and there are opportunities to attend other concerts in Boston.

## DRAWING AND PAINTING

The work of this department is based upon the general principles taught in the best art schools of this country and Europe. A definite course is laid out including drawing in line and in mass, the first principles of perspective, anatomy, and design. Special attention is given to color relations and their influence on each other. Practical application of design is indicated, though the aim of the course is to develop the power to see and to appreciate. At least two years of work along these lines is required of all students. For the regular class work there is no extra charge.

Special lessons are offered in the following lines of work:

I. Drawing, painting, pastel, from casts, still-life, costume-model, land-cape. Posters.

II. Modelling in clay from casts. Casting.

III. Luster (china).

IV. Design, using the principles of Denman Ross of Harvard.

This class gives the student opportunity to develop any special talent, and to pursue branches not offered in the regular courses. Individual attention is given each student.

Visits are made to the Boston Museum of Fine Arts, to Art Schools, local Art exhibitions and some private studios during the year.

The studio is large, well-lighted and furnished with many casts of the best Greek, Roman and Renaissance sculpture.

In the John-Esther Art Gallery, belonging to the school, is a good collection of paintings, which together with special exhibitions held in the Gallery of the work of modern painters, furnish excellent examples for study.

# READING AND SPEAKING

This work aims to develop in the pupil an agreeable and cultured speaking voice, and to enable her to read at sight correctly, intelligently and expressively.

It includes careful attention to breathing, tone-placing and diction; drill in tone production; and analysis of selected prose and poetry in order to express the thought truly.

Plays are given each year by the Senior and Senior Middle classes. Among plays recently given are: "As You Like It", "A Midsummer Night's Dream", and "Twelfth Night", by the Senior classes; "The Twig of Thorn", "The Elopement of Ellen", and "The Romancers", by the Senior Middlers. Less formal dramatic performances occur frequently throughout the year.

# PHYSICAL EDUCATION

The object of the work is to develop vigorous women, able gracefully and effectively to express in action their thought and purpose. Emphasis is laid on correct posture and good breathing. Physical measurements are taken at the beginning of each school year, and again at the end of the year.

During the winter and spring, classes in gymnastics and rhythmic expression meet twice a week. Every student must be enrolled in one or the other of these lines of work, unless she is physically incapacitated for it.

Special corrective and medical exercises are given to those students, who, upon physical examination, are found to have poor posture, caused by careless habits in standing, uneven development, or slight curvature of the spine. Special classes will be formed for those who are not equal to the more vigorous work in physical education, yet who would be benefitted by regular, directed exercise.

The work in gymnastics is in charge of a graduate of the New Haven Normal School of Physical Education, who is also Director of athletics and outdoor sports.

The Rhythmic Expression classes are under the direction of a pupil of Mrs. Florence Fleming Noyes of New York.

Rhythmic Expression is a simple, free, joyous form of exercise which relaxes and refreshes the body and the mind and at the same time stimulates the higher feelings and aspirations. The adoption of nature moods and movements in the spirit of play, tends to destroy self-consciousness, and thus to clear the way for that natural spontaneity which must result in graceful, convincing expression.

The usual group expression is a masque which takes place

at the close of the year's work.

In the fall and spring, there is as much out-of-door work as possible. Sports are organized under the Abbot Athletic Association. A tennis tournament and contests in basketball and field hockey are held. Work is about to be undertaken on a new hockey field. A toboggan slide, the gift of the mother of a member of the class of 1920 has recently been constructed. Tobogganing, skating, coasting, snowshoeing, and skiing are favorite winter sports.

The gymnasium has a clear floor space forty-five feet square, and is furnished with necessary apparatus. Showerbaths are provided, with dressing-rooms and lockers. The director's room is equipped with apparatus for physical measurements.

# EXPENSES

Board and Tuition, per year	r				\$1100.00
Tuition for Day Scholars			•		250.00
Piano and Organ, per year:					
Two lessons a week					150.00
One lesson a week			•		100.00
Use of piano, one perio					15.00
Use of organ and elect	ric blo	wer, o	one pe	eriod	
daily			•	•	30.00
Vocal Music, per year:					
Two lessons a week					150.00
One lesson a week					100.00
Violin: According to charge	of inst	tructo	r		
Violoncello: According to charge of instructor					
Drawing and Painting:	special	l less	ons,	two	
periods a week, per yea					100.00
Vocal Expression: private	lessons	s, one	lesso	n a	
week, per year					90.00
Physical Examination .					1.00
Laboratory Fees:					
Physics, Chemistry, ea	ch ·				5.00
Botany, Zoology, each					2.00
Cooking, and Sewing,					
materials used					
Pew Rent, per year					3.00
Laundry (unstarched), at co					

Payments for board and tuition must be made to the Treasurer as follows: twenty-five dollars (\$25) at the time of registration for reservation of room; five hundred and seventy-five dollars (\$575) in September, at the time of entrance; and five hundred dollars (\$500) on February first. The fee for room reservation is forfeited if the place

is not taken. The bills for art and music are payable, one-half in September, and the remainder in February.

The engagement is made for the entire year, or for that part of it remaining after entrance, and no deduction is made for late entrance, absence or removal before the close

of the school year.

Books and stationery may be obtained at the Academy. Reasonable charge will be made for care from the nurse, for meals in room, for extra light, for ink, which is furnished by the school, and for breakage, or damage to furniture or premises. An itemized account of incidental expenses will be rendered at the close of each term.

A deposit of fifty dollars should be made with the Principal for incidental expenses and for the personal allowance of each student for spending-money. (See page 13). This

deposit must be renewed when exhausted.

# SCHOLARSHIP FOUNDATIONS

Abbot Academy possesses scholarship funds aggregating over Sixty Thousand Dollars (\$60,000).

The income of these funds is administered in accordance with the conditions attaching to each.

The Emma G. Easton Scholarship .		\$1000
The Brewster Scholarship		1000
The French Scholarship		1000
The New Hampshire Scholarship .		1000
The Draper Scholarship		1000
The Minnie E. Lewis Scholarship .		1000
The Abby W. Boyd Scholarship .		1000
The Rice Scholarship		1000
The Rufus S. Frost Scholarship .		1000
The Nancy J. Haseltine Scholarship		2000
The Mary A. Richards Scholarship		400
The Faith Scholarship		700
The Phebe Fuller McKeen Scholarship		3000
The Andover or Coburn Scholarship		2000
The John Cornell Scholarship .		3000
The Frieda Gerlach Billings Scholarship		7500
The Timothy Augustus Holt Scholarship		26000
The Raymond Scholarship		5000
The Charlotte Cornell Scholarship .		4000
The Charlotte Ward Briant Scholarship		1000
The Stephen M. Knevals Scholarship		3000
The Ruth Parker Scholarship .		1000

# ENROLLMENT OF STUDENTS

143

Doulding	Cuttor	 •		•	•	1 10
Day Stud	ents					27
Total						170

Boarding Students

# DISTRIBUTION BY STATES

Massachusetts, seventy-five; New York, twenty-four; Connecticut, twelve; New Jersey, nine; Maine, eight; Michigan, five; Pennsylvania, four; Ohio, four; Illinois, three; California, three; China, three; Missouri, three; Vermont, two; Minnesota, two; Iowa, two; South America, two; Canada, Indiana, Colorado, New Hampshire, Texas, North Carolina, West Virginia, Wyoming, Washington, each one.

## THE ABBOT COURANT

The Abbot Courant is issued semi-annually by pupils of Abbot Academy. Besides original contributions from present and past members, it furnishes the latest news of the school, and much space is given to news of the alumnae and former students. Price, per year, \$1.00.

## ABBOT ACADEMY CLUBS

The Abbot Academy Clubs in Boston and New York have regular meetings during the winter, and welcome present and former members and friends of the school. Information about these clubs may be obtained by addressing Abbot Academy.

# ALUMNAE ASSOCIATION

All past members of the school, teachers and pupils, are cordially invited to join the Alumnae Association. Membership is gained by payment of the initiation fee, \$5.00, which may be done at once, or by installments within five years. This association helps the school, not only by a sentiment of loyalty, but very practically, as the interest of its funds is devoted to procuring books and means of illustration in the class-room. Application for admission to membership may be made to the Treasurer of the Association, Miss Agnes Park, Andover, Mass.

# GENERAL CATALOGUE

A general catalogue of Abbot Academy was recently issued. This contains brief records of former students and teachers, in number about five thousand. It has been compiled on the basis of the catalogue of 1879 from the responses to printed inquiries sent to students and teachers, or their relatives, and from information secured by research in such available sources as genealogies, vital statistics and college necrologies.

The price of the book is one dollar, postage paid, and it may be ordered from the Keeper of Alumnae Records, Miss Jane B. Carpenter, 26 Morton Street, Andover, Mass.

## HISTORY OF ABBOT ACADEMY

A History of Abbot Academy, in two volumes, from the founding of the school in 1829 to the close of Miss McKeen's administration in 1891, was completed by Miss McKeen before the close of her life. It contains a record of all the important events in the history of the Academy up to that time and is illustrated with views of the buildings and grounds. Orders sent to W. F. Draper and Co., Publishers, Andover, Mass., will receive prompt attention.

40

# STUDENTS, 1919-1920

#### ACADEMIC SENIOR CLASS

Margaret Ackroyd Edith Emerson Adams Hope Allen Mary Lewis Delano Edna Grayson Dixon Susan Eugenia Dodge Dorothy Estelle Fisher Lucy Lincoln Ford Irene Fulton Franklin Margaret Vinton French Vivien Smith Gowdy Catherine Greenough Lillian Bartram Grumman Katherine Olivia Kinney Constance Clifford Ling Lydia McCreary Paulina Clara Miller Rosamond Patch Elizabeth Justine Pearsall Helen Purdy Polk Lucy Bailey Pratt Caroline Elizabeth Wilkinson Ruth Christine Winn Bertha Frances Worman

Nassau, New York Brattleboro, Vermont New Rochelle, New York Marion Lowell Santa Monica, California Chicago, Illinois Sioux City, Iowa A ndover A ndover Thompsonville, Connecticut Lander, Wyoming Bridgeport, Connecticut Albany, New York Detroit, Michigan East Aurora, New York Walkerville, Ontario Beverly Newark, Ohio Kansas City, Missouri Hartford, Connecticut Santa Monica, California Winchester Westport, New York

#### COLLEGE PREPARATORY SENIOR CLASS

Julia Conant Abbe Elsa Baalack Elizabeth Messinger Babb Eliza Clark Bailey Mary Rockland Bushnell Alice Abbott Davis Helen Garland Donald Marjorie Blanche Downs Doris Stone Graves Carolyn Rutter Grimes Katherine Gage Hamblet Elizabeth Stanley Hawkes Hilda Apthorp Heath Anna Rushmore Hussey Jean Doolittle Lyon Florence Shaffter Matile Jean Alice McClive Marjorie Chipman Miles Virginia Fleek Miller

Middleton Calumet, Michigan Camden, Maine Harrisburg, Pennsylvania A ndover Duluth, Minnesota A ndover Haverhill Brookline Lawrence Lawrence New York City Brighton North Berwick, Maine Shanghai, China Brooklyn, New York Buffalo, New York Asheville, North Carolina Newark, Ohio

Muriel Moxley
Mary Isabelle Parrott
Louise Robinson
Miriam Laurinda Rowell
Martha Munn Stockwell
Isabel Bremner Sutherland
Helen Emilie Thiel
Dorothy Morrison Tyler
Charlotte Vose
Agatha Rosamond Wade
Helen Bancroft Walker
Georgia Warren
Leonore Eliza Wickersham
Margaret Eliza Worman

North Andover
Oxford, Maine
Lakeville, Connecticut
Plymouth
Trenton, New Jersey
Lawrence
Canton
Newburgh, New York
East Eddington, Maine
Andover
Andover
Cumberland Mills, Maine
Corning, New York
Westport, New York

#### ACADEMIC SENIOR MIDDLE CLASS

Barbara Barker Sally Poole Bartlett Helen Sinclair Bruno Dorothy Carr Clara Louise Cleveland Elinor Pickering Cochrane Ruth Alden Crossman Margaret Burr Day Mary Kathleen Dike Mary Osborn Evers Lois Gleason Fleming Frances Ioan Gasser Julia Exton Guild Alice Gorham Hallett Elizabeth Warrington Hartel Florence Cressy Hinckley Margaret Hutton Marion Rich Kimball Lvdia Kunkel Mildred Linscott Herberta Austin Morse Sylvia Thomas Nicholson Helen Bradley Norpell Edith Ensign Page Marian Laura Parker Mildred Peabody Susan Frances Platt Jessamine Damsel Rugg Dorothy Anna Schwenk Winifred Brooks Simpson Martha West Smith Agnes Elizabeth Titcomb Alma Louise Underwood Eleanor Christine Voorhees

Ebensburg, Pennsylvania A ndover Glen Ridge, New Jersey Melrose Denver, Colorado Melrose Newton Center Glen Ridge, New Jersey Melrose East Aurora, New York Gleasondale Manhasset, Long Island Windham, Connecticut Gloucester West Newton New Rochelle, New York Winchester Haverhill Harrisburg, Pennsylvania Woburn Brookline Bridgeport, Connecticut Newark, Ohio Andover Detroit, Michigan Waban Ypsilanti, Michigan St. Louis, Missouri Brattleboro, Vermont Lowell Turners Falls Kennebunk, Maine Gardner Flemington, New Jersey

Elizabeth Weld Katherine Weld Marianna Wilcox Helen Brewster Wilson Rock Rock Dayton, Ohio Bronxville, New York

#### COLLEGE PREPARATORY SENIOR MIDDLE CLASS

Charlotte Iosephine Baldwin Lora Etta Barber Miriam Bickford Isabel Brown Elizabeth Foster Bulkley Rosamond Davis Josephine Carmalita Durant Harriett Edgell Beatrice Laura Goff Mary Harrison Gertrude Hoffmann Frances Boyd Howe Frances Keany Dorothy Virginia Martin Elizabeth Walcott McClellan Sarah Elizabeth McDougall Eunice Marion Meigs Margaret Eleanor Neelands Carol Parker Perrin Helen Maria Roser Pauline Elizabeth Steele Margaret Dickinson Stone Marion Ellen Swan Mary Adell Talcott Elizabeth Thompson Henrietta Thompson Louise Annette Van Dervoort

A ndover Moline, Illinois Worcester. Dallas, Texas Southport, Connecticut Manchester, New Hampshire Lawrence Gardner A ndover Dunkirk, New York Santa Barbara, California Marlboro A ndover Chelsea A ndover Rockland, Maine Fabius, New York Plandome, Long Island Hamburg, New York Glastonbury, Connecticut New London, Connecticut Chicago, Illinois Waltham Torrington, Connecticut Cranford, New Jersey Cranford, New Jersey Moline, Illinois Nanking, China

#### IUNIOR MIDDLE CLASS

Jane Bassett Baldwin
Phyllis Anita Bankart
Sarah Elizabeth Bodwell
Catherine Perry Damon
Katherine Damon
Dorothea Kimball Flagg
Helen Goodale
Ruth Bond Hill
Margaret Tener Hopkins
Caroline Dobree Iredell
Lois Kirkham
Helen Chadbourne Knight
Dorothy Moxley
Florence Ella Phillips
Dorothea Theresa Reder

Mary Florence Williams

Duluth, Minnesota
West Roxbury
Andover
Cranford, New Jersey
Waterloo, New York
Andover
Wakefield
Andover
Springfield
Plainfield, New Jersey
New Britain, Connecticut
Reading
North Andover
Andover
St. Louis, Missouri

Eleanor Elizabeth Rose Marian Amelia Saunders Elizabeth Harriette Sharon Barbara Tallmadge Swift Janet Warren Kathrine Miller Weeks Susannah Jane Welborn Elizabeth Wyman Whittemore Dorothy Winifred Williams Ellenville, New York Nutley, New Jersey Davenport, Iowa New Britain, Connecticu! West Roxbury Andover Evansville, Indiana Charleston, West Virginia Nanking, China

### JUNIOR CLASS

Nathalie Bartlett
Anne Bradstreet Darling
Dorothy May Dunham
Ruth Anabel Esson
Miriam Keith Fisher
Elizabeth Sanderson Flagg
Emily Holt
Mary Newton
Eleanor Fernald Noyes
Natalie Wickes Page
Annetta Lillian Richards

Andover
Gardiner, Maine
New York City
Brockton
Andover
Andover
Andover
Newburyport
Andover
Malden

#### FIRST YEAR CLASS

Ruby Getchell Abbott
Jane Allen
Marjorie Elizabeth Damon
Elizabeth Dunn
Frances McKee Dunn
Virginia Wallace Gilmore
Louise Marion Greenough
Francelia Elizabeth Holmes
Ruth Adele Holmes
Elvira Prado
Rose Marta Prado
Eleanor Robbins

Brookline
New Rochelle, New York
Winchester
Andover
Andover
Frankford, Pennsylvania
Spokane, Washington
Brookline
Brookline
Buenos Aires, Argentina
Buenos Aires, Argentina
Bay Shore, Long Island

# MUSIC STUDENTS

#### PIANO

Phyllis Anita Bankart Sarah Elizabeth Bodwell Isabel Brown Helen Sinclair Bruno Elizabeth Foster Bulkley Catherine Perry Damon Katherine Damon Anne Bradstreet Darling Dorothy May Dunham Ruth Anabel Esson Mary Osborn Evers Dorothea Kimball Flagg Virginia Wallace Gilmore Doris Stone Graves Louise Marion Greenough Carolyn Rutter Grimes Margaret Tener Hopkins Frances Boyd Howe Marion Rich Kimball Helen Chadbourne Knight Jean Alice McClive Margaret Eleanor Neelands Elizabeth Justine Pearsall Annetta Lillian Richards Eleanor Robbins Elizabeth Harriette Sharon Martha West Smith Marion Ellen Swan Elizabeth Thompson Henrietta Thompson Eleanor Christine Voorhees Janet Warren Susannah Jane Welborn Helen Brewster Wilson

#### VOICE

Margaret Ackroyd Edith Emerson Adams Elizabeth Messinger Babb Barbara Barker Clara Louise Cleveland Ruth Alden Crossman Margaret Burr Day Miriam Keith Fisher Sarah Elizabeth McDougall Marjorie Chipman Miles

Elizabeth Harriette Sharon

#### ORGAN

Lucy Lincoln Ford

#### VIOLIN

Edna Grayson Dixon

Marjorie Blanche Downs

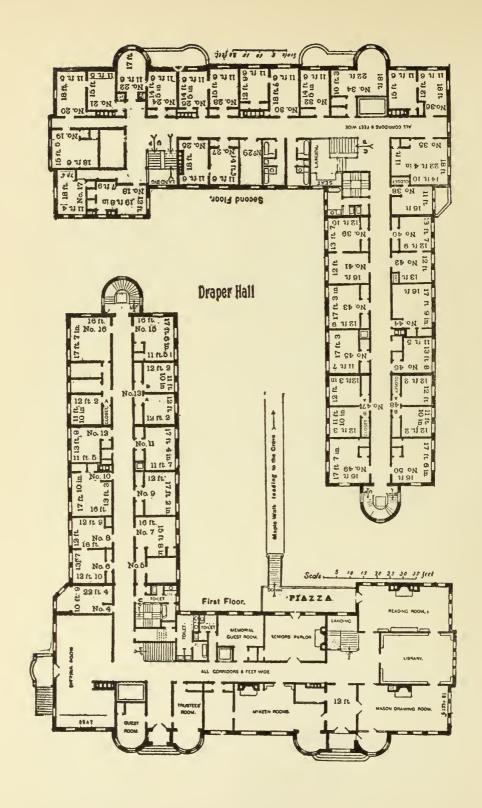
#### ART

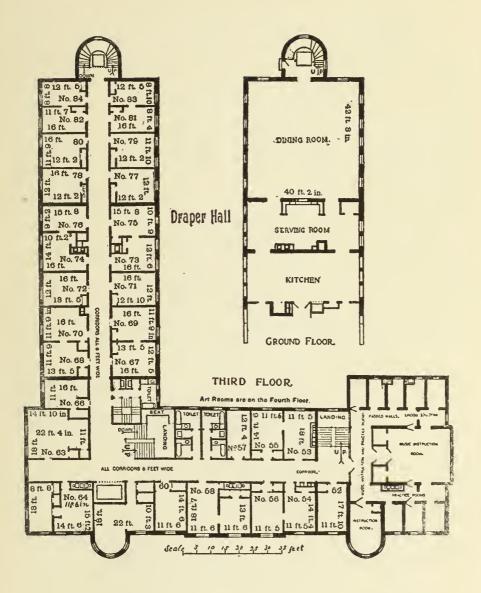
Elizabeth Messinger Babb Dorothy Moxley Winifred Brooks Simpson Agnes Elizabeth Titcomb

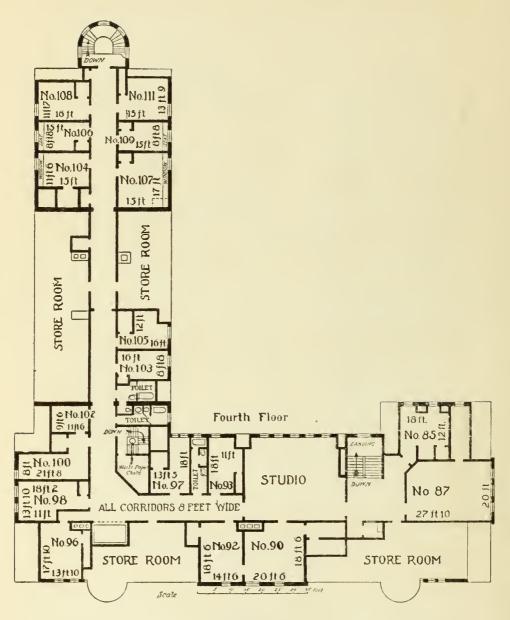
Susannah Jane Welborn

### VOCAL EXPRESSION

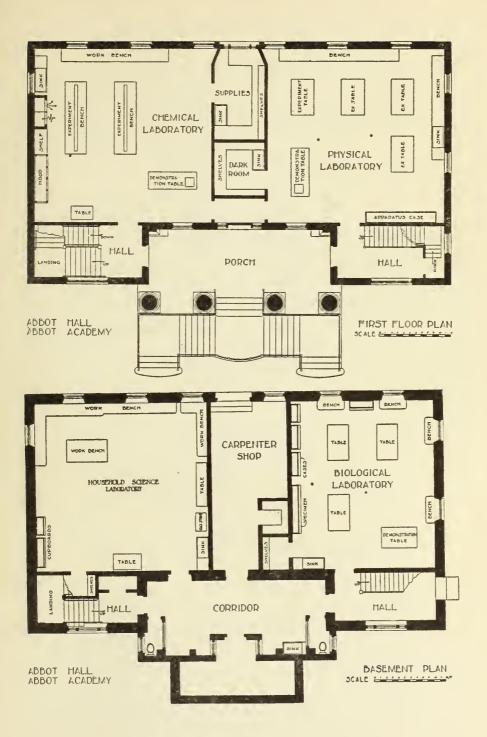
Dorothy Estelle Fisher Catherine Greenough Katherine Olivia Kinney Marianna Wilcox



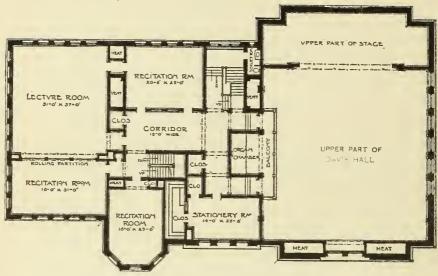




DRAPER HALL

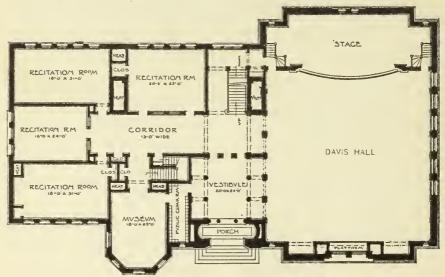


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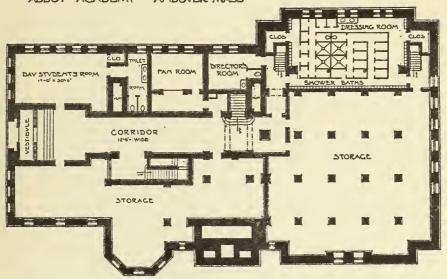
~ PLAM OF SECOND PLOOR~

MSKEEN MEMORIAL .ABBOT ACADEMY AMDOVER MASS.

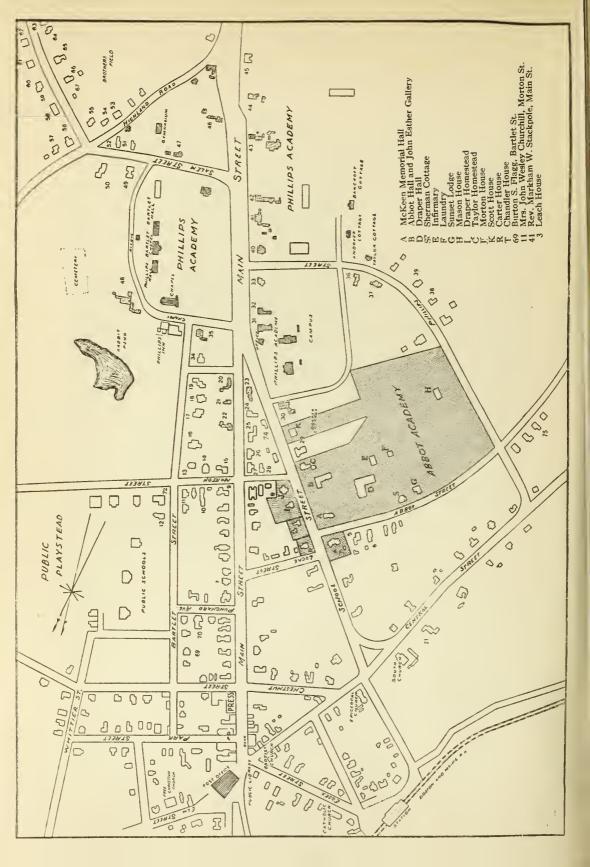


~ PLAM OF FIRST FLOOR ~.

MEKEEM MEMORIAL ABBOT ACADEMY ANDOVER MASS.



- PLAM OF BASEMENT-



WORK O	F HIGH SCHOOL						N								
	TEXT BOOK AND AMOUNT COMPLETED	No. of weeks	No of eriods per completion week	Rank	TEXT BCOK AND AMOUNT COMPLETED	No. of	No. of periods per	Date of Rampletion	ank		TEXT BOOK AND AMOUNT COMPLETED	No. of	No. of periods	Date of Completion	Rank
HISTORY:		weeks	week	MATHEMATICS:		Weeks	week			FRENCH:		weeks	week		
Ancient				Algebra						Grammar					
							1	- 1							
English				Geometry								1			
										Authors read					
Mediaeval															
				LATIN:											1
Modern				Grammar and Reader											
American															
American				Caesar						CEDMAN					
SCIENCE:										GERMAN: Grammar					
Zoology				Vergil				1							
								1							
Botany				Cicero		-									
				Cicero						Authors read					
Geology								1				and the same of th			
Astronomy				Advanced Latin		1									
Astronomy			Ì			1									
Physics				Prose Composition											
		k								ENGLISH:					
Laboratory work				GREEK:	•										
				Grammar and Reader											
Chemistry		1													
Laboratory work				Anabasis											
Laboratory work															i
Physiology				Homer											
, 0,															
Physical Geography				Prose Composition								Carrie			
	-									Please state average	e required for passing.				
							1								

#### **Oredential Form**

Name of student			
	•••••	· = 10 (44 · · · · · · · · · · · · · · · · · ·	

# Abbot Arademy

## Credential Form

19
TO THE PRINCIPAL,
Abbot Academy, Andover, Mass.
I hereby certify that
Miss
has been a pupil in
school from to
and that the following is a correct statement of the work done by her in the subjects named.
Signature of Principal.
Name of School,
(Please indicate also any subjects with which she was credited upon entrance to your school.)
Have the following subjects been completed as required for entrance to High Schools?
English
Geography
Arithmetic
U. S. History and Constitution

Full name and address of applicant.	Does she wish special lessons in drawing or painting?
Date of birth.	Does she wish a room-mate?
Full name of parent or guardian.	What is the condition of her health?
Business address	What church does she attend?
Is the applicant a graduate of any school? What was the last school attended, and for how long? What other schools has she attended?	Is she a member of any church?
Does she apply for the academic or college preparatory course?	Address of persons to whom reference may be made.
If for the latter, for what college does she wish to be prepared?	Social
Does she wish to study music?	Financial

#### Application Form

Full name of applicant

Date of application

### Application for Admission

to

#### Abbot Arademy

Andover, Mass.

19
Application is hereby made for the admission of my
, (name)
as a day boarding student at Abbot Academy, for the school year
beginning September , 19 . Enclosed is my check for
\$25.00 for reservation of place, to be credited on the bill
for tuition. I have carefully read and accept the terms and
conditions specified in the Abbot Academy Catalogue for the
year 1917. I promise that myshall conform to
the regulations of the Academy, and that she shall be punctual
in attendance at the stated beginning of each term.
Signature of Parent or Guardian.

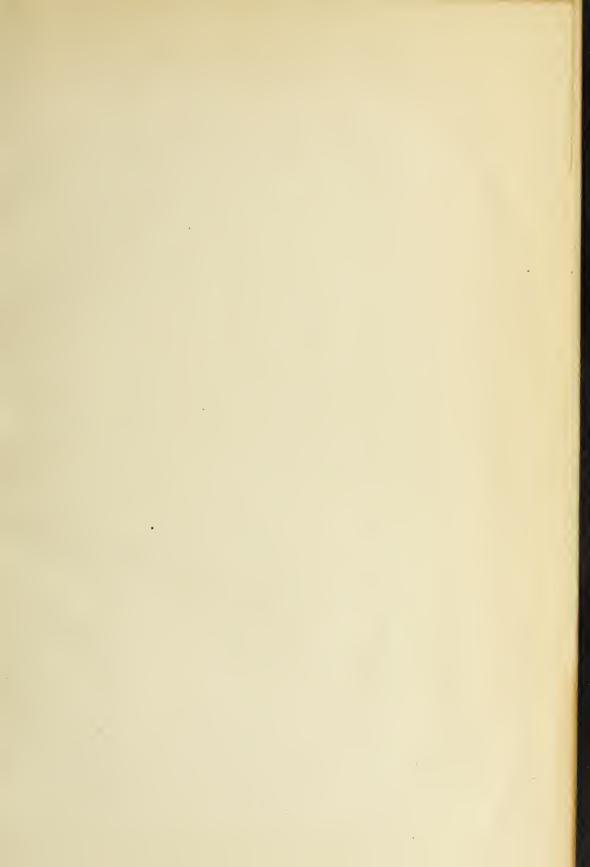
Testimonials as to character and scholarship should be sent at the same time as this application by the Principal or some qualified representative of the school last attended, and by the Pastor or some equally responsible person.

Address
Miss Bertha Bailey,

Principal











Date Due						
193						

9231 376. Ab2c Abbot Academy Catalogues 9-31

